



Sunrise University

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**SUNRISE UNIVERSITY
ALWAR, RAJASTHAN**

**B.ED. SPL. EDU. Visual Impairment
SYLLABUS**

SunRise University

| B.ED. SPL. EDU. Visual Impairment (VI) 1ST SEMESTER | | | | | |
|---|--------------------|---|-----------------------|-----------------------|--------------|
| S.NO | COURSE CODE | PAPER NAME | INTERNAL MARKS | EXTERNAL MARKS | TOTAL |
| 1 | A-1 | HUMAN GROWTH & DEVELOPMENT | 40 | 60 | 100 |
| 2 | A-2 | CONTEMPORARY INDIA AND EDUCATION | 40 | 60 | 100 |
| 3 | B-7 | INTRODUCTION TO SENSORY DISABILITIES | 40 | 60 | 100 |
| 4 | B-8 | INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES | 40 | 60 | 100 |
| 5 | B-9 | INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES | 40 | 60 | 100 |
| 6 | C-12 | IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS | 40 | 60 | 100 |
| PRACTICAL | | | | | |
| 7 | E-1 | CROSS DISABILITY & INCLUSION | 60 | 40 | 100 |
| TOTAL | | | 300 | 400 | 700 |

| B.ED. SPL. EDU. Visual Impairment Semester – II Syllabus | | | | | |
|---|--------------------------|-----------------------------------|-----------------------|-----------------------|--------------|
| S.NO. | COURSE CODE | PAPER NAME | INTERNAL MARKS | EXTERNAL MARKS | TOTAL |
| 1. | A-3 | LEARNING, TEACHING AND ASSESSMENT | 40 | 60 | 100 |
| 2. | B-6 | INCLUSIVE EDUCATION | 40 | 60 | 100 |
| 3. | A-4 (P-1 st) | PEDAGOGY OF TEACHING SCIENCES | 40 | 60 | 100 |
| | A-4 (P-2 nd) | | | | |

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|--------------------|--------------------------|---|------------|------------|------------|
| | A-4 (P-3 rd) | OR PEDAGOGY OF TEACHING MATHEMATICS OR PEDAGOGY OF TEACHING SOCIAL SCIENCE | | | |
| 4. | A-5 (P-4 th) | PEDAGOGY OF TEACHING HINDI OR PEDAGOGY OF TEACHING ENGLISH | 40 | 60 | 100 |
| | A-5 (P-5 th) | | 40 | 60 | 100 |
| 5. | C-13 | CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM | 40 | 60 | 100 |
| PRACTICAL | | | | | |
| 6. | E-2 | DISABILITY SPECIALISATION (Learning Disability) | 60 | 40 | 100 |
| GRAND TOTAL | | | 260 | 340 | 600 |

B.ED. SPL. EDU. Visual Impairment

3rd SEMESTER Syllabus

| S.I. No. | Course Code | PAPER NAME | Internal Marks | External Marks | Total |
|------------------|--------------------|--|-----------------------|-----------------------|--------------|
| 1. | C-14 | EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES | 40 | 60 | 100 |
| 2. | C-15 | TECHNOLOGY AND DISABILITY | 40 | 60 | 100 |
| 3. | C-16 | PSYCHO SOCIAL AND FAMILY ISSUES | 40 | 60 | 100 |
| 4. | D-17 | READING AND REFLECTING ON TEXTS | 40 | 60 | 100 |
| 5. | D-18 | PERFORMING AND VISUAL ARTS | 40 | 60 | 100 |
| PRACTICAL | | | | | |
| 6. | E-2 | DISABILITY SPECIALISATION | 60 | 40 | 100 |
| 7. | F-1 | MAIN DISABILITY SPECIAL SCHOOL | 60 | 40 | 100 |
| Total | | | 320 | 380 | 700 |

B.ED. SPL. EDU. Visual Impairment
4th Semester Syllabus

| S.I.No | Course Code | Paper Name | Internal Marks | External Marks | Total |
|--------------|-------------|---|----------------|----------------|------------|
| 1 | B 10 | Skill based Optional Course (Cross disability and inclusion) ANY ONE <ul style="list-style-type: none"> • B 10(A) Guidance and Counseling • B 10(B) Early Childhood Care & Education • B 10(C) Applied Behavioural Analysis • B 10(D) Community Based Rehabilitation • B 10(E) Application of ICT in Classroom • B 10(F) Gender and Disability • B 10(G) Braille and Assistive Devices | 40 | 60 | 100 |
| 2 | B 11 | Skill based Optional Course (specialization disability) ANY ONE <ul style="list-style-type: none"> B 11(A) Orientation & Mobility B 11(B) Communication Options: Oralism B 11(C) Communication Options: Manual (Indian Sign Language) B 11(D) Augmentative and Alternative Communication B 11(E) Management of Learning Disability B 11(F) Vocational Rehabilitation & Transition to Job Placement | 40 | 60 | 100 |
| 3. | D-19 | BASIC RESEARCH AND STATISTICS | 40 | 60 | 100 |
| 4. | E-1 | Practical: CROSS DISABILITY & INCLUSION | 40 | 60 | 100 |
| 5. | F-2 | OTHER DISABILITY SPECIAL SCHOOL | 40 | 60 | 100 |
| 6. | F-3 | INCLUSIVESCHOOL | 40 | 60 | 100 |
| Total | | | 240 | 360 | 600 |

HUMAN GROWTH AND DEVELOPMENT

Unit 1: Approaches to Human Development

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

Unit 2: Theoretical Approaches to Development

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

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

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

- e. Role of play in enhancing development

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

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

Unit 5: Transitions into Adulthood

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

Suggested Readings:

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

CONTEMPORARY INDIA AND EDUCATION

Unit 1: Philosophical Foundations of Education

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

Unit 2: Understanding Diversity

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

Unit 3: Contemporary Issues and Concerns

- a. Universalisation of School Education, Right to Education and Universal Access
- b. Issues of a) Universal enrolment b) Universal retention c) Universal learning
- c. Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
- d. Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- e. Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system.

Unit 4: Education Commissions and Policy (School Education)

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

- e. International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Unit 5: Issues and Trends in Education

- a. Challenges of education from preschool to senior secondary
- b. Inclusive education as a rights based model
- c. Complementarity of inclusive and special schools
- d. Language issues in education
- e. Community participation and community based education

Suggested Readings:

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillan, Delhi.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.
- Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
- Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
- Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
- Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.

- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
- Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience. Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.
- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
- Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
- Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.

INTRODUCTION TO SENSORY DISABILITY

Unit 1: Hearing Impairment: Nature & Classification

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

Unit 2: Impact of Hearing Loss

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

Unit 3: Visual Impairment- Nature and Assessment

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

Unit 4: Educational Implications of Visual Impairment

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

Unit 5: Deaf-blindness

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

Suggested Readings:

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with

vision impairments. Sydney: North Rocks Press.

- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.
- Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.
- Auditory-Verbal International (1991). Auditory-Verbal Position Statement. Auricle 4, 11-12.
- Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rd Eds). Norwood. Christopher-Gordon Publishers, Inc., Norwood, M.A.
- Katz, J. (1985). Handbook of Clinical Audiology (4th Ed.). Williams and Wilkins, Baltimore.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). Routledge, London.
- Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms. Paul H. Brookes, New Jersey.
- Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House Pvt. Ltd. New Delhi.
- Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission. R.K. Printers, New Delhi.
- Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. American Foundation for the Blind, New York.
- Tucker, I., & Nolan, M. (1984). Educational Audiology. Croom Helm, London.

- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) Foundations of Aural Rehabilitation. Singular, San Diego.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Unit 1: Learning Disability: Nature, Needs and Intervention

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

Unit 2: Intellectual Disability: Nature, Needs and Intervention

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

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

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

Suggested Readings:

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.

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

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Unit 1: Cerebral Palsy (CP)

- a. CP: Nature, Types and Its Associated Conditions

- b. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- c. Provision of Therapeutic Intervention and Referral of Children with CP
- d. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- e. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

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

Unit 3: Multiple Disabilities and Other Disabling Conditions

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

Suggested Readings:

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

IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Unit 1: Anatomy and Physiology of Human Eye

- 1.1 Structure and Function of human eye
- 1.2 Normal vision development and process of seeing
- 1.3 Principles of refraction and refractive errors
- 1.4 Concept and definitions of blindness and low vision
- 1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders

- 2.1 Loss of Visual acuity
- 2.2 Loss of Visual field
- 2.3 Colour vision defect and loss of contrast sensitivity
- 2.4 Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, and Macular degeneration
- 2.5 Educational implications of different Eye disorders

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

- 3.1 Psychosocial implications of visual impairment
- 3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family
- 3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development
- 3.4 Educational needs of the visually impaired and need for expanded core curriculum
- 3.5 Implications of low vision and needs of children with low vision

Unit 4: Identification and Assessment of Visual Impairment

- 4.1 Interpretation of clinical assessment of vision
- 4.2 Functional assessment of vision: Concept, need and methods
- 4.3 Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment
- 4.4 Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children
- 4.5 Report writing.

Unit 5: Assessment of Learning Needs of Children with VIMD

- 5.1 Concept and definition of VIMD
- 5.2 Etiology of VIMD
- 5.3 Impact of VIMD on learning and development
- 5.4 Screening, identification, and assessment of Visually Impaired children with associated disabilities
- 5.5 Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

Essential Readings

- Barraga, N. C. (1980). Sequences of Visual Development. Austin: University of Texas.
- Bhan, S. & Swarup, S. (2010). Functional Skills Inventory for the Blind. Mumbai: National association for the blind.

- Bhandari, R. & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Hyvarinen, L. & Jacob N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Finland: Vistest Ltd.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Oxford: Butterworth-Heinemann.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mani, M.N.G. (1992). Concept development of blind children. Coimbatore: SRK Vidyalaya.
- Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. Dehradun: NIVH.
- Singh, T.B. (1986). Eysenck Personality Questionnaire (EPQ) for the Visually Handicapped. Dehradun: NIVH.
- Singh, T.B. (1986). Standardisation of Cornell Medical Index on Visually Handicapped children. Dehradun: NIVH.
- Singh, T.B & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. Dehradun: NIVH.
- Warren, D.H. (1983). Blindness and Early Childhood Development. New York: AFB Press.

Suggested Readings

- Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.
- Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi : Ashish Publishing House

Semester: I
E 1: Cross disability & inclusion

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

LEARNING, TEACHING AND ASSESSMENT

Unit 1: Human Learning and Intelligence

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

Unit 2: Learning Process and Motivation

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

Unit 3: Teaching Learning Process

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

Unit 4: Overview of Assessment and School System

- a. Assessment: Conventional meaning and constructivist perspective
- b. 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
- c. Comparing and contrasting assessment, evaluation, measurement, test and examination
- d. Formative and summative evaluation, Curriculum Based Measurement
- e. Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Unit 5: Assessment: Strategies and Practices

- a. Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
- b. Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- c. Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions

- d. Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- e. School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

Suggested Readings:

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th edn). Pearson Publication, New Delhi.
- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks. Corwin King, CA.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Wadsworth, Ontario.
- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.
- Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.

INCLUSIVE EDUCATION

Unit 1: Introduction to Inclusive Education

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

Unit 2: Policies & Frameworks Facilitating Inclusive Education

- a. International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- b. International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- c. International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- d. National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)
- e. National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications

- a. Meaning, Difference, Need & Steps
- b. Specifics for Children with Sensory Disabilities
- c. Specifics for Children with Neuro-Developmental Disabilities
- d. Specifics for Children with Loco Motor & Multiple Disabilities
- e. Engaging Gifted Children

Unit 4: Inclusive Academic Instructions

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

Unit 5: Supports and Collaborations for Inclusive Education

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

Suggested Readings:

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities, Florida*: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.

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

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PEDAGOGY OF TEACHING SCIENCES

Unit 1: Nature and Significance of Science

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

Unit 2: Planning for Instruction

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

Unit 3: Approaches and Methods of Teaching Sciences

- a. Process Approach, Direct Experience Approach, Inductive-Deductive Approach
- b. Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
- c. Project Method and Heuristic Method
- d. Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities
- e. Constructivist Approach and its Use in Teaching Science

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

- a. Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids
Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)
- b. Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-
Characteristics and Significance with reference to Children with Disabilities
- c. The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
- d. Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
- e. Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

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

Suggested Readings:

- Brown, R. (1978). Science instruction of visually impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N.G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merrill Publishing Company.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
- Gupta, S.K. (1983). Technology of Science Education. Vikas Publishing House Pvt. Ltd., Delhi.

- Gupta, V. K. (1995). Readings in Science and Mathematics Education. The Associated Press, Ambala.
- Mangal, S.K., & Mangal, S.(2005). Teaching of Biological Sciences. International Publishing House, Meerut

PEDAGOGY OF TEACHING MATHEMATICS

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

- Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- Unit Planning – Format of A Unit Plan
- Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Unit 3: Strategies for Learning and Teaching Mathematics

- Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
- Learning By Exposition: Advanced Organizer Model
- Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, and Project
- Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)
- Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

- Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory

- b. Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities
- c. Bulletin Boards and Mathematics Club
- d. Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
- e. Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

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

Suggested Readings:

- Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.
- Chambers, P. (2010). Teaching Mathematics. Sage Publication, New Delhi.
- Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
- David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
- Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.
- Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville.
- Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.
- Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London.
- National Curriculum Framework. (2005). NCERT, New Delhi.
- National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
- Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.
- Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.

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PEDAGOGY OF TEACHING SOCIAL SCIENCES

Unit I: Nature of Social Sciences

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

Unit II: Curriculum and Instructional Planning

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

Unit III: Approaches to teaching of Social Science

- a. Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
- b. Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method
 - i. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
- c. Accommodations required in approaches for teaching children with disabilities
- d. Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards (Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
- e. Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

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

- Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

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

Suggested Readings:

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

PEDAGOGY OF TEACHING ENGLISH

Unit I: Nature of English Language & Literature

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

Unit II: Instructional Planning

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

Unit III: Approaches and Methods of Teaching English

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

Unit IV: Instructional Materials

- a. Importance of instructional material and their effective use
- b. The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation
- c. Construction of a teacher made test for English proficiency
- d. Teaching portfolio
- e. Adaptations of teaching material for children with disabilities

Unit V: Evaluation

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

Error analysis, Diagnostic tests and Enrichment measures

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Suggested Readings:

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

PEDAGOGY OF TEACHING HINDI

पाठ्यवस्तु

इकाई1 - भाषा, हिन्दीभाषाकीप्रकृतिऔरप्रयोज्यता।

- 1.1 भाषाकाप्रत्ययऔरउपयोगिता।
- 1.2 बोली, विभाषाऔरमानकभाषाकाप्रत्यय।
- 1.3 शिक्षा, समाज, व्यापार, राजनीति, शोधएवंविकासमेंभाषाकायोगदान।
- 1.4 हिन्दीभाषाकानामकरण, संस्कृतसेहिन्दीकेउद्भवकीप्रक्रिया।
- 1.5 विश्वभाषाऔरभविष्यभाषाकेरूपमेंहिन्दीकेविकासकाआकलन।
- 1.6 मूल-भूतभाषाकौशलों - श्रवण, वाचन, पठनऔरलेखनकापरिचय।

इकाई2 – पाठ्यवस्तु संवर्धन, भाषा अधिगम की प्रकृति और पाठनियोजन

- 2.1 हिन्दी साहित्य का सामान्य परिचय।
- 2.2 हिन्दी गद्य साहित्य की परम्परागत विधाएँ - कहानी, नाटकऔरमहाकाव्य।
- 2.3 हिन्दी गद्य साहित्य की आधुनिक विधाएँ - उपन्यास, यात्राविवरण, जीवनी, आत्मकथा और संस्मरण।
- 2.4 हिन्दी व्याकरण में उर्दू, अंग्रेज़ीऔरसंस्कृत से समाविष्ट प्रत्यय।
- 2.5 माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।
- 2.6 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- 2.7 इकाई नियोजन का प्रत्यय, इस का महत्व और निर्माण विधि।
- 2.8 पाठयोजनाकापरिचय, उपयोगऔरमहत्व।
- 2.9 पाठयोजना के चरण और उनका क्रियान्वयन।
- 2.10 हिन्दीशिक्षणकेज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।
- 2.11 विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।

इकाई3 – हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय औरउपयोग

- 3.1 माध्यमिक कक्षाओं में गद्यशिक्षण की उपयोगिता।
- 3.2 गद्य शिक्षण की अर्थ बोध, व्याख्या, विश्लेषणऔर संयुक्त विधि का परिचय और इन की समीक्षा।
- 3.3 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
- 3.4 पद्यशिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इन की

उपयुक्तता का आकलन।

- 3.5 माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- 3.6 व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई4 – भाषा अधिगम-शिक्षणमेंसहायक सामग्रियों का प्रयोग

- 4.1 शिक्षण उपकरणों का सन्दर्भ, महत्व और लाभ।
- 4.2 अधिगम-शिक्षण के दृष्य उपकरणों के प्रकार।

- 4.3 दृष्य उपकरणों – श्यामपट्ट, चार्ट, नक्सा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैशकार्ड की प्रयोग विधि।
- 4.4 श्रव्य उपकरणों - काम्पैक्टडिस्कवकैसेट्सकेप्रयोगकीविधिऔरअभ्यास।
- 4.5 मुद्रितश्रव्यउपकरणों -अखबार, पत्रिकाओंऔरपुस्तकोंकासहायकउपकरणोंकेरूपमेंप्रयोग।
- 4.6 वैद्युदण्विकउपकरणों - टेलीविजन, कम्प्यूटर और विश्व जाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- 4.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई 5 – भाषा अधिगम के मूल्यांकन की प्रविधि और चिन्तनशील साधक के रूप में शिक्षक

- 5.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व। सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- 5.2 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्तलेखन, आशुभाषण और काव्य पाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 5.3 कक्षा गत पाठ्य सहगामी गतिविधियों - गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 5.4 विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना। अनुवर्ती चिन्तन की आवश्यकता और महत्त्व।
- 5.5 चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।
- 5.6 विद्यार्थियों की अधिगमसमस्याओंकेनिदानऔरसमाधानकेलिएक्रियात्मकअनुसन्धानकाप्रयोग।
- 5.7 पाठ्यक्रम,सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।; पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिककार्य -

आधुनिकभाषाकेरूपमेंहिन्दीकेगुणोंऔरस्थितिकाअनुसन्धानविवरण।
 हिन्दीशिक्षणकीकिन्हीदोअधुनतनविधियोंकापरिचयएवंइनकेउपयोगकीतुलनात्मकसमीक्षा।
 हिन्दीशिक्षणकेश्रवण, वाचनऔरलेखनअधिगमकेसटीकमूल्यांकनमेंसततएवंव्यापकमूल्यांकनकीप्रविधिकेउपयोगकाविवरण।
 चिन्तनदैनन्दिनी,पोर्टफोलियोऔरआलोचनात्मकविवरणीकेउपयोगकीसमीक्षाऔरइनकीप्रतिकृतिकाप्रस्तुतिकरण।

सन्दर्भपुस्तकें -

- हिन्दीशिक्षण: अभिनवआयाम, डा. श्रुतिकान्तपाण्डेय, एक्सिसपब्लिकेपंस, दरियागंज, नईदिल्ली, 2010.
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 माध्यमिकविद्यालयोंमेंहिन्दीशिक्षण,निरजनकुमारसिंह,राजस्थानहिंदीआकादमी,जयपुर,2010

CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM

Unit 1: Concept and Types of Curriculum

- 1.1 Concept, Meaning and Need for Curriculum
- 1.2 Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach
- 1.3 Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum
- 1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired
- 1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Unit 2: Teaching Functional Academics Skills

- 2.1 Learning media assessment
- 2.2 Braille reading readiness
- 2.3 Techniques of teaching Braille
- 2.4 Techniques of Teaching print to children with low vision
- 2.5 Braille aids and devices, optical devices for print reading and writing.

Unit 3: Teaching of Independent Living Skills

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

Unit 4: Curricular Adaptation

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

Unit 5: Curricular Activities

- 5.1 Curricular activities – Meaning and Need for Adaptation.
- 5.2 Adaptation of Physical education activities and Yoga

5.3 Adaptation of Games and Sports – both Indoor and Outdoor

5.4 Creative Arts for the children with visual impairment

5.5 Agencies/ Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket

Essential Readings

- Lowenfeld, B. (1971). *Our blind children: Growing and learning with them*, Springfield, Charles C. Thomas.
- Aggarwal, J.C. (2005). *Curriculum development*. Shipra Publication, Delhi
- Arora, V. (2005). *Yoga with visually challenged.*: Radhakrishna Publication, New Delhi
- Baratt, S. H. (2008). *The special education tool kit*. Sage Publication, New Delhi.
- Chapman, E. K. (1978). *Visually Handicapped Children and Young People*. Routledge and Kegan Paul, London.
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- Dickman, I.R. (1985). *Making life more liveable*. AFB, New York.
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- Jose, R. (1983). *Understanding Low Vision*. American Foundation for the Blind, New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). *Handbook of Special Education*. Prentice Hall, New Delhi
- Kelly, A.V. (1997). *The curriculum: theory and practice*. Harper and Row, London.
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- Mani, M. N. G. (1992). *Techniques of teaching blind children*. Sterling Publishers Pvt. Ltd., New Delhi.
- Mani, M. N. G. (1997). *Amazing Abacus*. S.R.K. Vidyalaya Colony, Coimbatore.
- Mason, H., & Stephen McCall, S.(2003) . *Visual Impairment – Access to Education for Children and Young people*. David Fulton Publishers, London.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). *Source Book for Training Teachers of Visually Impaired*. NCERT, New Delhi.
- Punani, B., & Rawal, N.(2000). *Handbook for Visually Impaired*. Blind Peoples' Association, Ahmedabad.
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- Sharma, R. A. (2011). *Curriculum development and instruction*. R. Lall Book Depot, Meerut.

- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.
- Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility. AFB, New York.

Suggested Readings

- Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Barraga, N. C. (1986). 'Sensory Perceptual Development'. in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- National Curriculum Framework .(2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- The expanded Core Curriculum. (2013). Retrieved from [http:// www.afb.org](http://www.afb.org)
- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from [http:// www.lofob.org](http://www.lofob.org).

PRACTICUM: V.I

Semester: II

E 2: Disability Specialization

| SI. NO | Tasks for the Student teachers | Disability Focus | Educational Settings | Specific Activities | Hrs. (60) | Marks |
|--------|---------------------------------------|------------------|----------------------|---|-----------|-------|
| 1. | Learning of Braille | VI | College | 1. Bharati Hindi or Regional Braille 2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets | 30 15 | 25 |
| 2. | Learning the use of Assistive Devices | VI | College | Taylor Frame: Basic Operation using arithmetic and algebraic types | 15 | 25 |

INTERVENTION AND TEACHING STRATEGIES

Unit 1: Theoretical Perspectives

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

Unit 2: Mathematics

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

Unit 3: Science

- 3.1 Providing first-hand experience in the class and the school environment
- 3.2 Inclusive/collaborative learning for laboratory work
- 3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment
- 3.4 Problem solving and Learning by doing approach for Visually Impaired students
- 3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Unit 4: Social Science

- 4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe
- 4.2 Procuring, adapting and use of different types of models
- 4.3 Organizing field trips
- 4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play
- 4.5 Evaluation of concepts and skills in social science with particular reference to Geography

Unit 5: Teaching of Children with Low Vision

- 5.1 Visual Stimulation: Concept and Procedure
- 5.2 Selection of an appropriate medium of reading and writing
- 5.3 Techniques and procedures for developing reading and writing skills
- 5.4 Orientation and Mobility for low vision children
- 5.5 Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast.

Essential readings:

- Bourgeault, S. E. (1969). The Method of Teaching the Blind : The Language Arts. American Foundation for the Overseas Blind ,Kuala Lumpur.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge, London.

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

- Agrawal, S. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Abhijeet Publication, Delhi.
- Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York.
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- Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB
- Pandey, V. P. (2004). Teaching of mathematics. Sumit Publiication, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Unit 1: Introducing Educational and Information Communication Technology

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

Unit 2: Adaptive Technologies

- 2.1 Concept and Purposes
- 2.2 Basic Considerations--Access, Affordability, and Availability
- 2.3 Addressing User's Perspectives in Developing Adaptive Technologies
- 2.4 Roles of IIT's and the Scientific Community;
- 2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.

Unit 3: Access to Print for the Visually Impaired

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

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

- 4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.
- 4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.
- 4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS
- 4.4 Low vision devices: Optical, Non-Optical and Projective
- 4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Unit 5: Computer-Aided Learning

- 5.1 Social Media
- 5.2 Creation of Blogs
- 5.3 Tele-Conferencing
- 5.4 Distance Learning and ICT
- 5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment

Essential Readings

- Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.
- Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts, Kuala Lumpur: American Foundation for the Overseas Blind.
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- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
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- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
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- Singh, J. P. (2003). Technology for the Blind: Concept and Context. Kanishka Publication, New Delhi.
- Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka Publication, New Delhi.

Suggested Readings

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

PSYCHOSOCIAL AND FAMILY ISSUES

Unit 1: Family of a Child with Visual Impairment

- 1.1 Birth of a child with visual impairment and its effect on parents and family dynamics
- 1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting
- 1.3 Stereotypic attitudes related to visual impairment and attitude modification
- 1.4 Role of family in early stimulation, Concept development and Early intervention
- 1.5 Role of siblings and extended family

Unit 2: Parental Issues and Concerns

- 2.1 Choosing an educational setting
- 2.2 Gender and disability
- 2.3 Transition to adulthood: sexuality, marriage, and employment
- 2.4 Parent support groups
- 2.5 Attitude of professionals in involving parents in IEP and IFSP

Unit 3: Rehabilitation of Children with Visual Impairment

- 3.1 Concept of habilitation and rehabilitation
- 3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)
- 3.3 Legal provisions, concessions and advocacy
- 3.4 Vocational rehabilitation: need and challenges
- 3.5 Issues and challenges in rural settings

Unit 4: Meeting the Challenges of Children with Visual Impairment

- 4.1 Enhancing prosocial behaviour
- 4.2 Stress and coping strategies
- 4.3 Recreation and leisure time management
- 4.4 Challenges of adventitious visual impairment
- 4.5 Soft skills and social skills training

Essential Readings

- Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA
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- Lowenfeld, B. (1973). Visually Handicapped Child in School; New York: American Foundation for the Blind.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Springfield: Charles C. Thomas.

- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling publishers Pvt. Ltd.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. USA: Hilton/ Perkins.
- Shah, A. (2008). Basics in guidance and Counselling. New Delhi:Global Vision Publishing House.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge.(2Ed).USA: Allyn & Bacon.

Suggested Readings

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

READING AND REFLECTING ON TEXTS

Unit 1: Reflections on Literacy

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

Unit 2: Reflections on Reading Comprehension

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

Unit 3: Skill Development in Responding to Text

- a. Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
- b. Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
- c. Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- d. Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

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

Unit 5: Practicing Independent Writing

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

suggested Readings:

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. National Institute of Education and the Center for the Study of Reading, Washington, DC.
- Annual Status of Education Report. (2014). ASER Centre, New Delhi (<http://www.asercentre.org>).

- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon, Boston.
- McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.
- Tovani, C., & Keene, E. O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers.
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House, New Delhi.
- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon, Boston.
- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- McCormick, S. (1999). Instructing students who have literacy problems. Merrill, New Jersey.
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallagher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers.
- Heller, R. (1998). Communicate clearly. DK Publishing, New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam.
- May, F. B. (1998). Reading as communication. Merrill, New Jersey.
- Miller, D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.

DRAMA AND ART EDUCATION

Unit 1: Introduction to art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Linking Art Education with Multiple Intelligences
- 1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

- 2.1 Range of art activities related to dance and music
- 2.2 Experiencing, responding and appreciating dance and music
- 2.3 Exposure to selective basic skills required for dance and music
- 2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
- 2.5 enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations.

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

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

Unit 5: Media and Electronic Arts

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

Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA

- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Suggested Readings

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

PRACTICUM: V.I
Semester: III
E 2: Disability Specialization

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

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Semester: III
F1: Main Disability Special School

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

GUIDANCE & COUNSELLING

Course Code: B 10(A) Credits: 02 Contact Hours: 30 Marks: 50

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

- Apply the skills of guidance and counseling in classroom situations.
- Describe the process of development of self-image and self-esteem.
- Appreciate the types and issues of counseling and guidance in inclusive settings.

Unit 1: Introduction to Guidance and Counseling

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

Unit 2: Enhancing Self Image and Self Esteem

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

Unit 3: Guidance and Counseling in Inclusive Education

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

Essential Readings

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

Suggested Readings

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

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EARLY CHILDHOOD CARE AND EDUCATION

Unit 1: The Early Years: An Overview

1.1 Facts about Early Childhood Learning & Development

1.2 Neural Plasticity

1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills

1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children

1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit2: Early Education of Children with Disabilities

2.1 Young Children at Risk & Child Tracking

2.2 Interdisciplinary Assessments & Intervention Plans

2.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills

2.5 Evidenced Based Practices for Early Intervention

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

3.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning

3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

3.5 School Readiness and Transitions.

Essential Readings

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

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4th Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.

- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Dahlberg, G. , Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education.(2nd Ed.). New York: Routledge Publication.
- Dopyera, M.L., & Dopyera, J. (1977). Becoming a Teacher of Young Children. New York: Random House Publications.
- Gordon, I.J. (1972). Early Childhood Education. Chicago: Chicago University Press.
- Hamilton, D.S. & Flemming, (1990). Resources for Creative Teaching in Early Childhood Education (2nd Edition). Tokyo: Harcourt Brace Jovanvich.
- Hilderbrand, V. (1991). Introduction to Eearly Childhood Education. New York: MacMillan Publishing.
- Krogh, S.L., & Slentz, K. (2001). Early Childhood Education, Yesterday, Today & Tomorrow. London: Lawrence Erlbaum Associates Publishers.
- Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). Aspects of Early Childhood Education.Theory to Reserch to Practice. New York: Academic Press.

APPLIED BEHAVIOUR ANALYSIS

Unit 1: Introduction to Applied Behaviour Analysis (ABA)

- 1.1 Principles of Behavioural Approach
- 1.2 ABA - Concept and Definition
- 1.3 Assumptions of ABA – Classical and Operant Conditioning
- 1.4 Behaviour- Definition and Feature
- 1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Unit 2: Strategies for Positive Behaviour Support

- 2.1 Selection of Behavioural Goals
- 2.2 Reinforcement - Types: Positive and Negative, Primary and Secondary - Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval
- 2.3 Discrete Trial Teaching - Discriminative Stimulus - Characteristics - Response - Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal - Consequence - Characteristics - Inter-Trial Interval
- 2.4 Application of ABA in Group Setting - Negotiation and contract - Token economy - Response cost - Pairing and fading
- 2.5 Leadership role of teacher in promoting positive behavior.

Unit 3: Management of Challenging Behaviour

- 3.1 Differential Reinforcements of Behaviour
- 3.2 Extinction and Time Out
- 3.3 Response Cost and Overcorrection
- 3.4 Maintenance
- 3.5 Generalization and Fading.

Essential Readings

- Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.
- Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*. Pearson Publications.
- Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). *Handbook of Applied Behaviour Analysis*. Guilford Press, New York.
- Kearney, A. J. (2007). *Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals*. Jessica Kingsley, Philadelphia.
- Lewis, P. (2006). *Achieving Best Behaviour for Children with Developmental Disabilities*. Jessica Kingsley Publishers London.

Suggested Readings

- Aune, B., Burt, B., & Gennaro, P. (2013). *Behaviour Solutions for the Inclusive Classroom*. Future Horizons Inc, Texas.
- Moyes, R.A. (2002). *Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom*. Jessica Kingsley Publishers London.

COMMUNITY BASED REHABILITATION

Unit 1: Introduction to Community Based Rehabilitation (CBR)

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

Unit 2: Preparing Community for CBR

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

Unit 3: Preparing Persons with Disability for CBR

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

Essential Readings

- Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.

- Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
- Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances, — Ministry of Social Welfare, Govt. of India, New Delhi.
- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

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APPLICATION OF ICT IN CLASSROOM

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

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

Unit 2: Using Media and Computers

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

Unit 3: Visualising Technology-Supported Learning Situations

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

Essential Readings

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

Suggested Readings

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

GENDER AND DISABILITY

Unit 1: Human Right-based Approach and Disability

- 1.1 Human Rights-Based Approach: Concept and History
- 1.2 Principles of Human Rights-Based Approach - Equality and Non-Discrimination - Universality & Inalienability - Participation and Inclusion - Accountability and Rule of Law
- 1.3 Elements of Human Rights System - Legal Framework - Institutions - Development Policies & Programs - Public Awareness - Civil Society
- 1.4 Advantage of Human Rights-Based Approach
- 1.5 Implications for Disability - Empowerment - Enforceability - Indivisibility - Participation

Unit 2: Gender and Disability

- 2.1 Sex & Gender: Concept & Difference
- 2.2 Impairment & Disability: Concept & Difference
- 2.3 Gendered Experience of Disability - Public Domain: School and Outside School - Private and Familial Domain - Normalization and Social Role Valorization
- 2.4 Gender and Disability Analysis: Techniques and Strategies
- 2.5 Psyche and Gender: Implications for Teaching.

Unit 3: Women and Girl Child with Disability

- 3.1 Inclusive Equality - Access to Family Life - Access to Education, Vocational Training and Employment - Access to Political Participation
- 3.2 Factors Contributing to Disability - Gender-Based Violence in School and Within Family - Traditional Practices
- 3.3 Sexual and Reproductive Health
- 3.4 Teacher's Role in Promoting Gender Equality
- 3.5 Gender Critique of Legislation, Government Policy and Schemes.

Essential Readings

- Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. Oxfam, UK.
- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd.
- Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*, Dunedin Academic.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press.
- Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race*. NYU Press, USA.

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

Desirable Readings

- Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems*, West View Press.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality, *Atlantic Economic Journal*, Vol. 38, No. 4.
- Treas, J., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective*, Stanford University Press.

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BRAILLE AND ASSISTIVE DEVICES

Unit 1: Braille

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

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

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

Unit 3: Other Devices – Types, Description, Relevance

- 3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- 3.2 Geography: Maps--Relief, Embossed, Models
- 3.3 Science Material
- 3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material
- 3.5 Schemes and Sources of Availability

Essential Readings

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

Suggested Readings

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

ORIENTATION AND MOBILITY

Unit 1: Introduction to Orientation and Mobility

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

Unit 2: Human/ Sighted Guide Technique

- 2.1 Grip
- 2.2 Stance
- 2.3 Hand Position
- 2.4 Speed Control
- 2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

- 3.1 Upper and Lower Body protection
- 3.2 Room Familiarization
- 3.3 Using Oral Description for Orientation
- 3.4 Search Patterns
- 3.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

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

Unit 5: Training In Independent Living Skills

- 5.1 Self Care, Gait and Posture
- 5.2 Personal Grooming
- 5.3 Eating Skills and Etiquette
- 5.4 Identification of Coins and Currency Notes
- 5.5 Basics of Signature Writing

Essential Readings

- Fazzi, D.L. & Petersmeyer, B.A. (2001). *Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired.*: AFB Press, New York.
- Jaekle, Robert C. (1993). *Mobility Skills for Blind People: A Guide for Use in Rural Areas.* Christoffel Blinden Mission.

- Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
- Smith, A.J. & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives .: AFB Press, New York.

Suggested Readings

- Dodds, Allan (1986). Mobility Training for Visually Handicapped People. London: Croom Helm.
- Hill, Everett and Ponder, Purvis (1976). Orientation and Mobility Techniques. AFB, New York.
- Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. AFB Press, New York.

COMMUNICATION OPTIONS: ORALISM

Unit 1: Understanding Hearing Loss in Real Life Context

- 1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
- 1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
- 1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
- 1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

- 2.1 Difference Between Uni Sensory and Multi Sensory Approach in Oralism
- 2.2 Oracy To Literacy: Why and How
- 2.3 Speech Reading: Need, Role and Strategies in All Communication Options
- 2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies
- 2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

Unit 3: Skill Development Required for Oralism

- 3.1 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
- 3.2 Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact
- 3.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading
- 3.4 Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes
- 3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)

Unit 4: Skill Development Auditory Verbal (AV) Approach

- 4.1 AV Approach: Meaning, Misconcepts and Justification
- 4.2 Stages of Auditory Hierarchy 4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment
- 4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions
- 4.5 Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition

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

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

Essential Readings

- Dhvani (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). Auditory-Verbal Therapy And Practice , Ag Bell
- Heller, R. (1999). Managing Change. Dk Publishing: New York.
- Ling, D. (1990). Acoustics, Audition Aand Speech Reception. (Cd)Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). Language and Deafness. Jones And Bartlett: Boston.

- Communication Options and Students With Deafness. (2010). Rehabilitation Council of India , New Delhi.

Suggested Readings

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

COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Unit 1: Understanding Deafness in Real Life Context

- 1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns
- 1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
- 1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts
- 1.5 Importance of Neural Plasticity and Early Language Opportunities

Unit 2: Advance Understanding of Manual Options and Indian Scenario

- 2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
- 2.2 Challenges, Prerequisites and Fulfilling Prerequisites
- 2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
- 2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies
- 2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills

- 3.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
- 3.2 Practicing Natural Signing in Short Common Conversations
- 3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes
- 3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
- 3.5 Practicing Group Dynamics

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

- 4.1 Learning to Express Gender, Number, Person, Tense, Aspect
- 4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
- 4.3 Practicing Sentence Types: Simple, Complex, Compound
- 4.4 Observing Using ISL in Classrooms – Social Science
- 4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

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

Essential Readings

- Communication Options and Students with Deafness. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.
- ISS Learning Material and Dictionaries • Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

Suggested Readings

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46- 51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C. • Evans, L. (1982). *Total Communication, Structure and Strategy*. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, S. (1985). *Reading Without Nonsense.*: Teachers College Press, New York.
- Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). *Survey of Teachers' Opinion on Status of Education of the Deaf*. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). *Effective Leadership*. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf*, 139, 378-386.
- *Indian Sign Language Dictionary* .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.

- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C

SunRise University

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Objectives : The student-teachers will be equipped with a basic knowledge of AAC, AAC systems, AAC assessment, programme planning and strategies:

Unit 1: Organizational frame work for Communication:

- 1.1 Normal development of speech, language and communication
- 1.2 Factors that influence communication, speech and language in relation to each other
- 1.3 Levels of communication in children
 - 1.3.1 Functional (Emergent)
 - 1.3.2 Situational (Context Dependent)
 - 1.3.3 iii. Independent (Creative)

Unit 2: Basic principles of AAC interventions:

- 2.1 Child - Child capacity
- 2.2 Child capacity and context
- 2.3 Working towards symbolic expression
- 2.4 Communication skills
- 2.5 Functions

Unit 3: Areas of AAC Assessment:

- 3.1 Sensory areas
- 3.2 Cognition , communication and language
- 3.3 Posture and positioning. Motor planning and control
- 3.4 Scanning
- 3.5 Environment, Interaction & Symbols

Unit 4: Context of Communication:

- 4.1 Partner /skills , user skills and environment
- 4.2 Competency development - types of competencies and its development
 - 4.2.1 Linguistic competence
 - 4.2.2 Operational Competence
 - 4.2.3 Social competence
 - 4.2.4 Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

- 5.1 Types of AAC devices and systems
 - 5.1.1 No Technology
 - 5.1.2 Low Technology
 - 5.1.3 High Technology
- 5.2 Access to communication charts - hand, finger, eye point
- 5.3 Access to devices:
 - 5.3.1 Switches - hand switch , blow switch, infrared devices etc
 - 5.3.2 Software -scan mode combined with a switch
- 5.4 Selection of AAC
 - 5.4.1 Child competency and environment

5.4.2 Design, Access, Motor, Devices

5.5 Challenges in the development of AAC and Literacy

5.5.1 Grammar; spelling

5.5.2 Building Vocabulary: and richness of language

5.5.3 Motor expression

Suggested Reading:

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

MANAGEMENT OF LEARNING DISABILITY

Unit 1: Learning Disabilities: Types

- 1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- 1.2 Non-verbal learning disabilities
- 1.3 Language Disorders
- 1.4 Associated Conditions: ADHD & ADD
- 1.5 Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills

- 2.1 Assessment of Readiness Skills
- 2.2 Assessment of Reading, Writing and Math skills
- 2.3 Teacher made test
- 2.4 Standardized Tests: Need, Types & Purpose
- 2.5 Interpretation of Test report

Unit 3: Intervention Strategies in Basic Skills of Learning

- 3.1 Language skills
- 3.2 Reading
- 3.3 Writing
- 3.4 Math's skills
- 3.5. Study skills

Essential Readings

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston. Suggested Readings
- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) . Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley & Sons,Ltd. London.
- Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi

- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press,California
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge,New York.

SunRise University

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

- 1.1. Definition, meaning and scope of Vocational Education
 - 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
 - 1.3. Approaches and models of Vocational training
 - 1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools
 - 1.5. Approaches & Principles of vocational assessment
- Unit 2: Vocational Transition & Curriculum Planning
- 2.1. Concept, meaning, importance of transition
 - 2.2. Vocational transition models
 - 2.3. Transitional Planning at pre-vocational & post-vocational level
 - 2.4. Development of Individualized Vocational Transitional Plan
 - 2.5. Development of Vocational Curriculum

Unit 3: Process of Vocational Rehabilitation & Placement

- 3.1. Types of Employment Settings
- 3.2. Process of Job Placement & Creation of Need-based Employment Settings
- 3.3. Adaptations, Accommodation, Safety Skills and First Aid
- 3.4. Self Advocacy & Self Determination Skill Training
- 3.5. Equal opportunities and attitudes towards persons with disabilities

Suggested Readings

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

BASIC RESEARCH AND STATISTICS

Unit 1: Introduction to Research

- 1.1 Scientific Method
- 1.2 Research: Concept and Definition
- 1.3 Application of Scientific Method In Research
- 1.4 Purpose of Research
- 1.5 Research in Education and Special Education

Unit 2: Types and Process of Research

- 2.1 Types of Research - Basic/Fundamental - Applied - Action
- 2.2 Process of Research - Selection of Problem - Formulation of Hypothesis - Collection of Data - Analysis of Data & Conclusion
- 2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 2.4 Action Research in Teaching Learning Environment
- 2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

- 3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
- 3.2 Organization of data: Array, Grouped distribution
- 3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
- 3.4 Correlation: Product Moment and Rank Order Correlation
- 3.5 Graphic representation of data

Essential Readings

- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India New Delhi.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
- Suggested Readings • Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London..

Semester – IV
E 1: Cross disability & inclusion

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

F 2: Other Disability Special School

| Sl. No. | Tasks | Educational settings | Specific activities | Hrs. | Marks |
|---------|--|-----------------------------------|---|------|-------|
| 1.1 | 1. Classroom teaching, development of TLM, document study, maintenance of record | Other than Visual Impairment VIMD | Special Schools for other disabilities | 60 | 50 |
| | 2. Classroom teaching, development of TLM, document study, maintenance of record | | Special schools or programmes for Multiple disabilities | 60 | 50 |

F 3: Inclusive School

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