

M.Ed in Special Education (Distance Mode)

Norms, Regulations & Course Contents (2009)

REHABILITATION COUNCIL OF INDIA

(Statutory Body under the Ministry of Social Justice and Empowerment)

B-22, Qutab Institutional Area, New Delhi-110016

e-mail : rehabstd@nde.vsnl.net.in : rehabstd@ndc.vsnl.net.in

Website : [http : rehabcouncil.nic.in](http://rehabcouncil.nic.in)

GENERAL REGULATIONS OF THE M.ED SPECIAL EDUCATION

1. Mission:

“To prepare Quality Teacher Educator in Disability with Strong Base in Research”.

2. General Framework of the Course

The M.Ed Special Education course consists of six theory papers as per the following scheme:

Sr. No.	Paper Title	No. of Papers
1.	Core Papers	3
2.	Optional Paper (Out of Three)	1
3.	Specialisation Papers	2

In addition to the theory papers, the student is also expected to do a dissertation for the completion of the course

Universities follow RCI, prescribed syllabi. In case of difficulty in deciding the number of papers including the practicum, the course content provided in the RCI syllabi need to be incorporated. If needed, some units may be added or combined to satisfy the University requirements. The Universities may be permitted to offer specific core papers with the thrust on disability. The weightage for Special Education component (both theory and practical) in such deviation from the RCI suggested model should be adequate as per the guidelines of RCI.

3. List of Specialisation Areas

The following Specialisation areas are prescribed in the course:

Hearing Impairment
Mental Retardation
Visual Impairment
Learning Disability

4. Adequacy of the Special Education Syllabi

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

5. Eligibility for Institutions to implement M.Ed.-SEDE Course

(1) A University's department offering B.Ed. (Special) and M.Ed. (Special.)

OR

(2) National Institutes of MOSJE and health, having adequate infrastructure and faculties as per RCI Norms having affiliation with a university to offer B.Ed (special education) and M.Ed (special education).

OR

(3) Any university's deptt. of education offering B.Ed. and M.Ed. general education may also be accepted as study centre subject to its having collaboration with B.Ed.(special education) institutions recognized by RCI.

OR

(4) Any institutes offering B.Ed (special education) and M.Ed. (special education) regular programmes recognized by RCI to be considered as study centre provided they have suitable faculty for core papers or have collaboration with University.

Note: - The Universities launching this programme should appoint the expert from special education area to be Head/ Coordinator of this course.

6. Duration of the Course

The duration of the course is two academic year

7. Distribution of Credits for Theory, Practical Work and Dissertation

The distribution of Credit for Theory, Practical Work and Dissertation is suggested as follows:

Theory Papers

Core Papers 3 X 6 18 Credits

Optional Papers 1 X 6 6 Credits

Specialisation Papers	2 X 6	12 Credits
Practical	2+2+4+4	12 Credits
Dissertation guidance and Sessional work		12 Credits

8. Steps for Dissertation Work

Select a problem for investigation and provide the necessary supportive and explanatory information as needed

Complete a review of related research literature in accordance with the research problem

Explain and describe the methodology used to conduct the research problem

Explain the significance of the results obtained after conducting the research

Summarize the results, explain the corresponding conclusions derived and the subsequent recommendations formulated for further research and practice

Provide a list of references, other supportive documentation used for the study

Make an oral presentation on the completed work

9. Eligibility for Admission

1. B.Ed.(Special Education) or Equivalent degree approved by Rehabilitation Council of India with an aggregate of 50% marks.
2. 2 years teaching experience/professional experience.

OR

2 years experience as head masters/ principals/special education functionaries.

(The experience must be from a Govt.school/Govt. recognized school/RCI recognized training centre/centre registered under PWD Act/NT Act.)

10. Course Pattern (Semester)

The programme will be of total 60 Credits. The duration of the programme will be of 2 years split into 4 Semester of 15 Credits each.

REVISED CREDIT ACCUMALTION FRAMEWORK FOR M.E.D- SPECIAL EDUCATION THROUGH DISTANCE MODE CREDIT SYSTEM FOR M.Ed.-SEDE COURSE

Area of Study	TITLE	COURSE	HOURS	CREDITS
Semester-1 Core paper	Foundations of Education	1	180	6
Core paper	Advanced Educational Psychology and Human Development	2	180	6
Practicum	Disability Related (1) Administration learning style inventory 1 Credit (2) Readings in disability 1 Credit		60	2
Semester-2 Core paper	Methodology of Educational Research	3	180	6
Optional	(1) Management in Special Education (2) Educational Technology & Special Education (3)Curriculum Development & Special Education	4	180	6
Practicum	Disability Related (a) Case study of any two institutions offering disability rehabilitation. 1 credit (b) Service of the service delivery mechanism in your state for disability sector 1 credit		60	2

Semester-3 Specialization (MR)-1	Identification and assessment of children with Mental Retardation	5	180	6
Specialization (MR)-2 OR Specialization (HI)-1	Curriculum and Teaching Strategies for Children with Mental Retardation	6	180	6
Specialization (HI)-2 OR Specialization (VI)-1	Aural Rehabilitation of Children with Hearing Impairment	5 6		
Specialization (VI)-2 OR Specialization (LD)-1	Curriculum and Teaching Strategies for Children with Hearing Impairment	5 6		
Specialization (LD)-2	Psycho- social and Educational Implications of Children with Visual Impairment	5 6		
Specialization (LD)-1 OR Specialization (LD)-2	Curriculum and Teaching Strategies for Children with Visual Impairment			
Specialization (LD)-1	Learning Disability: Assessment and Identification			
Specialization (LD)-2	Learning Disability: Curriculum And Intervention			
And				
Practicum/ Practical	Specific Disability Area <u>Mental Retardation</u> Practicum(Theory course based) 2 credits 1. Using assessment information of multidisciplinary team members for educational planning 2. Preparation of material for community awareness Practical 2 credits 1. Pre lectures Practice 2. Case Study		120	4

	<p><u>OR</u> <u>Hearing Impairment</u> Practicum(Theory course based)2 credits</p> <p>(a) Hearing Assessment, Hearing Aids and Aural Habilitation (b) Analyzing, profiling, and teaching speech (c) Lesson Planning (d) Teacher made test</p> <p>Practical 2 credits</p> <ol style="list-style-type: none"> 1. Educational evaluation 2. Orientation of Teachers & Non-Disabled Students in the Mainstream Schools towards Disability & Disability Management 3. Practical lectures 4. Article presentation 5. Lesson evaluation <p><u>OR</u> <u>Visual Impairment</u> Practicum(Theory course based)2 credits</p> <ol style="list-style-type: none"> 1. Teaching Learning Material in Special Education 2. Case Study of five Visually Impaired Children <p>Practical 2 credits</p> <ol style="list-style-type: none"> 1. Orientation & Mobility : Blind Fold training 2. Daily Living Skills <p><u>OR</u> <u>Learning Disability</u> Practicum(Theory course based) 2 credits</p> <ol style="list-style-type: none"> 1. Preparing an Assessment Tool 2. Developing a Remedial Packages 			
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	<p>Practical 2 credits</p> <ol style="list-style-type: none"> 1. Pre-service lecture presentation guide 2. Case Work 3. Parent Teacher Meeting 			
Semester-4 Dissertation guidance & Sessional work	Disability related		360	12
Practicum/Practical	<p>Specific Disability Area</p> <ol style="list-style-type: none"> 1. Case Study of a Child with Disability Having an Associated Condition (compulsory for all disability areas) 2 credits 2. Choose any one between a, b, c, and d . <p>(a) Preparation of a transition plan for vocational /higher education. (HI) 2 credits</p> <p style="text-align: center;">OR</p> <p>(b) Preparation and use of need based material for sensory training.(VI) 2 credits</p> <p style="text-align: center;">OR</p> <p>(c) Guidelines for practice Teaching in inclusive settings(MR) 2 Credit</p> <p style="text-align: center;">OR</p> <p>(d) Adapting a curriculum for a child with learning disability of any standard (LD) 2 Credit</p>		120	4
	GRAND TOTAL		1800	60

11. Passing Minimum

The minimum passing marks is 45% in each theory paper and 50% in aggregate.

12. Nature of Evaluation

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

13. Reappearing facility

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

14. Improvement of Marks

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

15. Transitory Regulations

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

16. Staff Requirement

As per RCI norms

17. Infrastructural Facilities

The College of Education and University Departments offering M.Ed Special Education course should have necessary infrastructural facilities such as the psychology laboratory, language laboratory, work experience laboratory, computer room, etc. Minimum 2 to 3 books should be available on each paper given in the references; however, more books should be added in subsequent years. In addition to the infrastructural facilities, aids and appliances necessary for the specialization concerned should also be available. Moreover, the institution should have a model school with disabled children of specific category or all categories attached to it to provide relevant hands on experience during the course, For University until such a facility is made available at the campus, a model school in the vicinity can be adopted.

18. Certification as a Registered Professional

It is mandatory for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of Special Education in India. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

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

Foundations of Education

(Course – 1)

(60 Hours)

Objectives:

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

1. Explain the concept of special education in different perspectives (Sociological and Philosophical).
2. Examine critically the concept, nature and characteristics of various disabilities
3. Explain the policies and legislation at the national and international levels.
4. Enumerate the current needs, trends and issues related to education and special education.
5. Focus the present trends and future perspectives in education and special education.

Block 1 - Philosophical Perspectives in Education

(12 Hours)

Unit 1: Education: Concept, Nature, Characteristics and Forms

Unit 2: Philosophy: Meaning, Nature and Characteristics

Unit 3: Education: A Philosophical Perspective

Unit 4: Knowledge and Truth

Block 2 - Schools of Philosophy and Their Implications for Education (12 Hours)

Unit 1: Indian schools of Thoughts: Ancient and Medieval

Unit 2: Western Schools of Thought

Unit 3: Thinkers of Education: Indian

Unit 4: Thinkers of Education: Western

Block 3 - Sociological Perspectives of Education

(12 Hours)

Unit 1: Understanding Education: A Sociological Perspective

Unit 2: Social Structure, Social Stratification, and Social Mobility: Impact of Educational Processes

Unit 3: Education, Social Changes and Social Control

Unit 4: Culture, Modernization, and Globalization: Impact on Education

Block 4 - Education, Society and the School System

(12 Hours)

Unit 1: Societal System: School as a Social System

Unit 2: State, Community and the School System

Unit 3: Education and National Development

Unit 4: Ideology and the School System

Unit 5: Recent trends in Societal Evolution

Block 5 – Development in Special Education

(12 Hours)

Unit 1: Historical perspectives of Special Education

Unit 2: Introduction to Disabilities

Unit 3: Policy perspectives in Disability

Unit 4: Current Trends and Service options.

References:

1. Ahluwalia, Sagar. *Youth in Revolt*, Young Asia Publications, New Delhi, 1972.
2. Allport, GW, Vernon, A Study of Values, Muffin, Houghton, 1960. PE and Lindzey,
3. Brambeck, CS. *Social Foundation of Education - A Cross cultural Approach*, John Willey, New York, 1966.
4. Broundy, HS. *Building a Philosophy of Education*, Prentice Hall of India, New Delhi, 1965.
5. Brown, FJ. *Educational Sociology*, Prentice Hall Inc. Asia Edition, 1961.
6. Brubacher, John S. *Modern Philosophies of Education*, McGraw-Hill Book Company Inc., New York, 1962.
7. Brubacher, John S. *Eclectic Philosophy of Education*, Prentice Hall, Engellwood Cliffs, New Jersey, 1962.
8. Cook, LA and Cook, EF. *A Sociological Approach to Education*, McGraw-Hill Book Company, New York, 1960.
9. Dewey, John. *Democracy and Education*, McMillan and Company, New York, 1961.
10. Kilpatrick, WH. *Source Book in the Philosophy Of Education*, McMillan and Company, New York, 1934.
11. Mayer, F. *Foundations of Education*, Charles E, Merrill Books Inc., Ohio, 1963.
12. Misra, AN *Educational Finance in India*, Asia Publishers, Bombay, 1962.
13. Mukherjee, SN (Ed). *Administration of Education in India*, Acharya Book Depot, Baroda, 1961.
14. Rosen, G. *Democracy and Economic Change in India*, Vora, Bombay, 1966.
15. Rusk, RR. *Philosophical Bases of Education*, University of London Press, London, 1956.
16. Stanely, WO, Smith, *Social Foundation of Education*, Holt, BO, Benne, KD and Rinehart and Winston, New York, 1977. Anderson, AW
17. Wynne, John. *Theories of Education*, Harper and Row, New York, 1963.
18. Government of India, National Education Policy – 1986, MHRD, revised in 1992 Action Plan of Educational Policy 1986 & 1992

Advanced Educational Psychology and Human Development (Course-2)

(60 HOURS)

Objectives:

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

1. Explain the psychological principles and their application in specific context of education and special education.
2. Explain the principles and their implication for growth and development.
3. Explain the implications of various disabilities on teaching of learning situations and personality development.
4. Explain critically various teaching - learning processes.
5. Apply the psychological aspects on teaching - learning situations.

Block 1 - Psychological Perspectives of Education-Implications for Teachers (12 HOURS)

Unit 1 Learning and Teaching – Psychology Perspective

Unit 2 Childhood: Physical, Emotional, Cognitive, Social and Moral Development

Unit 3: Adolescence: Physical, Emotional, Cognitive, Social and Moral Development

Unit 4: Implications of Stages of Development for Teaching-Learning Process

Block 2 - Learning Theories and Approaches

(12 HOURS)

Unit 1: Behaviouristic Theory

Unit 2: Cognitive Theory

Unit 3: Constructivism and Learning

Unit 4: Eriksson's Psychosocial Theory: Implication for Teaching

Unit 5: Motivating Children to Learn

Block 3 - Individual Differences

(12 HOURS)

Unit 1: Cognitive Factors: Intelligence and Creativity

Unit 2: Sociological Factors: Gender, Demography, Class and Caste

Unit 3: Personality

Unit 4: Attitude, Interest and Values

Block 4 - Educational Psychology Practicals

(12 HOURS)

Unit 1: Intelligence and Creativity Tests

UNIT 2: Aptitude and Attitude Tests

Unit 3: Sociometry and Sociogram

Unit 4: Value Tests and Interest Inventory

Block-5: Psychological Implications of Disability

(12 HOURS)

Unit-1: Psycho-social issues related to disability

Unit -2: Learning Characteristics of Children with Special Needs

Unit-3: Adaptations in Teaching-Learning Processes for Children with Special Needs

Unit-4: Assessment Techniques in Disability

Unit-5: Learner's Assessment and identification of needs

References

1. Ausubel. *Educational Psychology - a Cognitive View*, Holt, Rinehart and Winston, New York, 1968.
2. Biqque, Monish & Hunt, MH. *Psychological Foundations Of Education*, Harper & Row, New York 1969.
3. Burnard, H W and Hilgard,,Ernest R. *Psychology of Science and Teaching*, McGraw-Hill Book Company Ltd.,New York, 1965.
4. Brown, Gordon H. *Theories of Learning*, Prentice Hall of India Pvt.Ltd.,New Delhi,1986.
5. Bruner JS, Goodrow, JJ and Austin, GA. *A Study of Thinking, Science* Ine New York, 1962.
6. Cole, L. *Psychology of Adolescence*, Holt, Rinchart and Winston Inc. New York, 1964.
7. DeCeeco, JP. *Psychology of Learning and Instruction*, Prentice Hall of India, New Delhi, 1982.
8. Hurlock, Elizabeth. *Developmental Psychology: A Life Span Approach*, Tata McGraw-Hill of India Pvt.Ltd. New Delhi, 1980.
9. Kundu, CL. *Educational Psychology*, Vikash Publishing House, New Delhi.
10. Mahanty, MS. *Educational Psychology and Statistic*, Durga Pustak Bhandar, Sambhalpur.
11. 11. Mathur, SS. *Educational Psychology*, Vinod Pustak Mandir, Agra, 1962.
12. 12, Skinner, Charles E. *Educational Psychology*, Prentice Hall, New York, 1956.
13. Valentine, CW. *Psychology*, Methuen, U K, 1965.

Methodology of Educational Research (Course– 3)

(60 HOURS)

Objectives:

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

1. Comprehend the role and need of research in theory and practice of education and special education.
2. Understand and develop competencies to design, execute and writing research report and interpretation of the data. .
3. Apply various statistical techniques to analyse data.
4. Describe the parametric and non-parametric techniques.

Block 1 - Nature of Educational Research and Problem Selection **12 hours**

Unit 1: Educational Research: Meaning, Types, Scopes and Limitations
Unit 2: Research Paradigm: Quantitative Research
Unit 3: Research Paradigm: Qualitative Research
Unit-4: Survey and Importance of Review of related literature
Unit-5: Selection of Research Problem and Formulation of Hypotheses
Unit 6: Preparation of the Research Proposal

Block 2 - Data Collection and Analysis **12 hours**

Unit 1: Sampling Methods
Unit 2: Tools of Research-I
Unit 3: Tools of Research-II

Block 3 - Analysis and Interpretation of Data **12 hours**

Unit 1: Types of Data: Quantitative and Qualitative
Unit 2: Analyses of Quantitative Data: Descriptive Statistics
Unit 3: Analyses of Quantitative Data: Inferential Statistics (Parametric)
Unit 4: Analyses of Quantitative Data: Inferential Statistics (Non-Parametric)
Unit 5: Analysis of Qualitative Data

Block 4 - Methods of Research **12 hours**

Unit 1: Philosophical and Historical Research
Unit 2: Descriptive Research
Unit 3: Experimental Research
Unit 4: Ex-post Facto Research
Unit 5: Action Research

Block 5- Research Report and Dissemination **12 hours**

Unit 1 Meaning and Scope of Research Report

Unit 2: Formats of Research Reports

Units 3: Presentation of Tables and Figures in the Research Report

Unit 4: Editing, Footnotes, References, Bibliography

Unit 5: Dissemination of Research Findings

References

1. Babbie, ER. *Survey Research Methods*, Wordsworth, Bebont CA, 1982.
2. Best, John W. *Research in Education*, Prentice Hall of India (Pvt) Ltd., New Delhi, 1963.
3. Best, John W and Kahn, James V. *Research in Education*, Prentice Hall of India (Pvt.) Ltd., New Delhi, 1992.
4. Buch, MB. *Second Survey of Research in Education*, Ed., CASE, Baroda, India, 1980.
5. Campbell, DT and Stanley, TC. *Experimental and Quasi-Experimental Designs for Research*, McNally, Chicago, 1966
6. Festinger, L and Katz, D. *Research Methods in the Behavioural Sciences*, Amerind Publishing Co. Pvt. Ltd. New Delhi
7. Garrett, HE. *Statistics in Psychology and Education*, Vakil, Fiffer and Simons Pvt. Ltd, Bombay,
8. Good, Carter V. *Introduction to Educational Research*, Appleton Century-Crofts, New York, 1963
9. Guilford, JP and Truchter, B. *Fundamental Statistics in Psychology and Education*, McGraw Hill, New York, 1978.
10. Hockett, HC. *The Critical Method in Historical Research and Writing* McMillan, New York, 1955.
11. Keslinger, FN. *Foundations of Behavioural Research*, Holt, Rinehart and Winston, New York, 1986.
12. Koul, Lokesh. *Methodology of Educational Research*, Vikash Publishing House Pvt. Ltd., New Delhi, 1997.
13. NCERT. *Research in Education*
14. Ruftman. *Evaluation Research Method: A Basic Guide*, C A: Sape, Beverly Hills, 1977.
15. Sharma, BV, and Prasad, DR. *Research Methods in Social And Sciences*, Sterling Publishers Pvt. Ltd., New Delhi, 1985.
16. Snow, RE . *Theory Construction for Research on Teaching in RMS Travers* (Ed Second Handbook of Research on Teaching), Rand Menally, Chicago, 1973.
17. Turabian, A manual for writers of term papers, theses, and dissertations, University of Chicago Press, Chicago, 1987.

OPTIONAL PAPERS (Course- 4)
MANAGEMENT IN SPECIAL EDUCATION

Objectives: **60 hours**

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

Enumerate the management system with reference to the special education

Explain the process of management

Describe the management information system

Explain the process involved in human resource management

Enumerate the financial aspect of management of an institution

Course Content:

Block 1: Introduction to Management in Special Education **12 hours**

Unit 1: Definitions and Principles of management

Unit 2: Theories and Approaches of management

Unit 3: Management of Special Education System

Unit 4: Personality of the Manager

Unit 5: Academic and Professional competencies of the managers

Block 2: Processes in Management **12 hours**

Unit-1: Planning: Institutional Planning

Unit-2: Communication

Unit-3: Delegation Process

Unit-4: Decision Making

Unit-5: Controlling – Components of a Control System in an organization

Block- 3: Management Information Systems **12 hours**

Unit 1: Database Concept

Unit 2: Database Management

Unit 3: Office Management

Unit 4: Physical Management

Unit 5: Information Coding

Block 4: Human Resource Management **12 hours**

Unit 1: Staff selection and Personnel development

Unit 2: Performance Appraisal, Motivation and job satisfaction

Unit 3: Organisational climate and Team building

Unit 4: Meetings and group dynamics

Unit 5: Management of time, conflict and stress

Block 5: Financial Management

12 hours

Unit 1: Financial Management Resource Mobilisation and Allocation

Unit 2: Basic accounting

Unit 3: Preparation of budget

Unit 4: Role of central and state governments in the financial management of special education and related projects

Unit 5: Social auditing

Practicum

1. Developing a system in a Special school with reference to systems approach
2. Observing a group and reporting on elements of group dynamics
3. Identify an institute for Person with Disability and do the social auditing.

Reference Books

1. Das, R.C. (1991). Educational Technology, New Delhi: Sterling publishers
2. D.ES (1982). Handicapped Pupil and Special Schools, Regulations London: HMSO
3. Dahama O.P. and Bhatnagar, O.P. (1985). Education and Communication for Development, New Delhi: Oxford & IBH Co.
4. Evans, P. and Varma. V. (1990). Special Education: Past Present and Future
5. The Falmer Press. London. Ch. 4 & 14 Govt. of India, Persons with Disability Act, 1995
6. Hills, P. (1986). Teaching and Learning as a Communication Process. London : Croom Helm.
7. Hussain, K.M. (19/8). Development of Information System for Education. New Jersey: Prentice Hall.
8. Kierman, C. Reid, B & Golbert, 3. (1987). Foundation of Communication and Language Course Manual. Manchester University Press.
9. Paul, M. (1990). Principles of Educational Administration. New York: Mc Graw Hill
10. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management: Application for Teachers and Parents. Toronto.: Maxwell McMillan. A book on Social auditing

Optional Course-4
Educational Technology & Special Education

(60 HOURS)

Objectives:

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

1. Define the educational technology and explain the various approaches
2. Explain the different techniques and approaches in communication processes.
3. Narrate the models of teaching and individualized learning.
4. Identify the use of computer packages in special education.
5. Comprehend the electronic systems and apply them in special education

Block 1 Introduction to Educational Technology (12 HOURS)

- Unit 1 Concept and Scope of Educational Technology
- Unit 2 ET: Historical Developments
- Unit 3 ET for Teaching, Learning and Evaluation
- Unit 4 Training Technology

Block 2 Instructional Designs (12 HOURS)

- Unit 1 Models of Teaching – I
- Unit 2 Models of Teaching – II
- Unit 3 Instructional Design Processes
- Unit 4 Instructional Design for Training

Block 3 Applications of Educational Technology (12 HOURS)

- Unit 1 Formal System
- Unit 2 Open Learning System
- Unit 3 Technology for Special Educational Needs
- Unit 4 Special Devices for Education of Children with Special Needs

Block 4 Developments of Teaching-Learning Materials (12 HOURS)

- Unit 1 Self-Learning Materials and their Use
- Unit 2 Audio and Video Materials and their Use
- Unit 3 Interactive Multimedia Materials and their Use
- Unit 4 Developing Teaching Resources for Special Children

Block 5 Agencies, Policies and the Future of Educational Technology (12 HOURS)

- Unit 1 National Policies and Agencies
- Unit 2 Networking
- Unit 3 International Trends
- Unit 4 Future of ET in India

Reference Books

1. Alberto, P.A. & Tontman, A.C.(1986). Applied Behaviour Analysis for Teachers
2. London : Merrill Publishing Co
3. Das, R.C. (1992). Educational Technology: A Basic Text New Delhi Sterling
4. Dececco, J.P. (1964) Educational Technology, New York: HR W
5. Joyce, B. & Others (1992) Models of Teaching New York : Holt, Rinehart & Winston
6. Mukhopadhyaya, M.(Ed.) Educational Technology year Book from 1988
7. Sompath, K. Etal (1990) Educational Technology. New Delhi: Sterling.
8. Sharma, R.A. (1983) Technology of Teaching Meerut, Intern ational.
9. Kishore, Nand (2003). Educational Technolo gy. Abhishek Publications.
10. Sampath, K., Panneer, A. Seivam, & Santhanam, S. Introduction to Educational
11. Ed. Sterling Publishers Pvt. Ltd.
12. Mehra, Vandana (1995). Educational Technology. S.S. Publishers: Delhi
13. Vanaja, M. (2003). Educational Technology. Neelkamal Publisher

Optional Course – 4

Curriculum Development & Special Education

60 hours

Objectives:

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

1. Understand the concept and principle in curriculum development.
2. Apply curricular approaches in fields of special education with special reference to Indian context.
3. Enumerate the skills required to develop a need based curriculum in the field of special education.
4. Effectively use and evaluate assessment and program technique for a given need based curriculum
5. Describe the recent trends, issues in curricular development in field of special education

Course content:

Block 1	Introduction to Curriculum	(12 HOURS)
	Unit 1: Meaning and Concept of Curriculum Unit 2: Foundations of Curriculum Unit 3: Curriculum Issues	
Block 2	Curriculum Development	(12 HOURS)
	Unit 1: Curriculum Planning Unit 2: Curriculum Designing Unit 3: Curriculum Implementation and Evaluation	
Block 3	Curriculum Transaction	(12 HOURS)
	Unit 1: Instructional Systems Unit 2: Instructional Techniques and Materials Unit 3: Enhancing Curriculum Transactions	
Block 4	Curriculum Evaluation	(12 HOURS)
	Unit 1: Concept of Curriculum Evaluation Unit 2: Techniques and Tools of Evaluation Unit 3: Construction of Evaluation Tools	

Block-5 Approaches in curriculum development

(12 HOURS)

- Unit 1 Developmental Approach
- Unit 2 Functional Approach
- Unit 3 Eclectic approach - Need Based
- Unit 4 Core curriculum
- Unit 5 Collateral curriculum

Practicum

Curriculum appraisal of your respective state and presentation
Comparatively study the curricula at different levels (Stateboard, ICSE, CBSE) and submit the report

References:

1. Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. New York McGraw Hill
2. Hass, Glen (1991). Curriculum Planning. A New approach. Boston: Allyn Bacon
3. Hooer, Richar (Ed.) (1971). Curriculum: Context, Design and Development. New York: Longmans.
4. Oliver, Albert (1977). Curriculum Improvement a Guide Principles and Processes. New York: Harper and Row
5. Payne, I D. A. (1973). Curriculum Evaluation: Commentaries on Purpose Process and Product Boston: D.C. Health
6. Pratt D. (1980). Curriculum Design and Development. Harcourt, Brace and Jovanich
7. Tanner, D. and Tanner, L. (1980). Curriculum Development: Theory into Practice Chicago: University of Chicago Press

**SPECIALISATION: MENTAL RETARDATION
COURSE-5
IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH MENTAL
RETARDATION**

(60 HOURS)

Objectives:

After studying this paper, the student teachers are expected to explain the nature and cause of M.R

1. Concept Identify and adapt to recent trend in the field of mental retardation.
2. Development competency in procedures with references to screening, identification, assessment and diagnosis.
3. Describe the various procedures in using Assessment information for Education of Persons with MR
4. Use the various therapeutic intervention for persons with mental retardation in programming

Course Content:

(12 Hours)

Block 1: Overview of Mental Retardation

- Unit 1 Historical perspective of mental retardation in India
- Unit 2 Etiological factors of mental retardation
- Unit 3 Classification of mental retardation
- Unit 4 Characteristics of mental retardation
- Unit 5 Mental retardation and associated conditions

Block 2: Needs, Trends and Issues in the field

(12 Hours)

- Unit 1 Normalisation, Deinstitutionalization, mainstreaming, integration, inclusion
- Unit.2 Human rights and responsibilities – Role of citizen and self advocacy groups
- Unit 3 Habilitation and Rehabilitation in Mental Retardation
- Unit 4 Socio-cultural implications with reference to gender of persons with mental Retardation, collaboration in multidisciplinary teams and role of special educators
- Unit5 Accountability, Policies and Legislations, National and International Programmes, Social benefits and Concessions

Block 3: Screening, Identification, Assessment and Diagnosis

(12 Hours)

- Unit 1 Approaches and types of assessment
- Unit 2 Methods and tools of assessment
- Unit 3 Construction for Special education
- Unit 4 Introduction to existing educational assessment tools
- Unit 5 Prevocational and vocational level

Block 4: Using Assessment information for special education (12 Hours)

Unit 1 Using assessment information from Medical, Psychological, Educational and Vocational Areas for the purposes of programming.

Unit 2 Using Physical and perceptual assessment information for programming

Unit 3 Interpreting assessment information to develop Individual Educational Programme

Unit 4 Writing assessment and evaluation reports

Unit 5 Follow up programmes using the evaluation.

Block 5: Therapeutic Applications (12 Hours)

Unit 1 Physiotherapy

Unit 2 Occupational Therapy

Unit 3 Speech and Language Therapy

Unit 4 Art, Dance, Music, Drama Therapy

Unit 5 Yoga, Physical Education and Pranic Healing

Reference Books

1. Baine, D (1988), Handicapped children in Developing Countries, Assessment, Curriculum and Instructor, University of Alberta, Alberta
2. King-Seas, H.E. (1994) Curriculum Based Assessment in Special Education, San Diego: Singular Publication Group.
3. Mittler, P. (1976) Psychological Assessment of Mental and Physical handicaps: London: Tavistock.
4. Overton, J. (1992) Assessment in Special Education, An Applied Approach, New York: Macmillian
5. Panda, K.C. (1997) Education of Exceptional Children, New Delhi: Vikas
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7. Overton, Terry (2000) Assessment in Special Education, Training in an Age of Opportunity, 3rd Ed. Allyn & Becon.
8. Jeychandaran, P. Vimala, V. (2000) Madras Development Programming System
9. Narayan, J. Graduate Level Assessment Device for Children with Learning Problems in Regular Schools, Secunderabad, NIMH
10. Narayan, J. Graduate Level Assessment. Device for Children with Learning Problems in Regular Schools, Secunderabad, NIMH
11. Swarup, S. & Menta, D. Diagnostic List for Learning Disabilities.

COURSE-6
**CURRICULUM AND TEACHING STRATEGIES CHILDREN WITH MENTAL
RETARDATION**

Objectives: - **(60 Hours)**

After studying this material, the student teachers are expected to realize the following Objectives:

1. Demonstrate understanding of principles, procedures and areas of curriculum development and teaching methods in mental retardation.
2. Develop skills in planning and effective use of educational and learning, and usage of appropriate Instructional methods and materials.
3. Describe the various approaches, methods and materials for teaching the persons with mild, moderate severe and profound retardation.
4. Explain the meaning and techniques of guidance and counseling.
5. Develop competence in dealing with families of the mentally retarded persons and in drawing support from community resources and services and apply their skills in training adult mentally retarded persons and vocational placement and/or management.

Course Content:

Block 1: Curriculum Development, Curricular domains & levels **(12 Hours)**

- Unit 1 Curriculum for the persons with mentally retardation: Concepts, Principles, proceedings and changing trends
- Unit 2 Criteria for classifying Curricular levels.
- Unit 3 Approaches to curriculum development
- Unit 4 Curriculum Domains: Personal, Social, Academic, Occupational, Recreational and Community living
- Unit 5 Curriculum Development for children at various levels

Block 2: Teaching Strategies and Management **(12 Hours)**

- Unit 1 Teaching Strategies
- Unit 2 The individualised Educational plan and group level strategies
- Unit 3 Pairing, Peer tutoring, co-operative learning, non directive teaching, Itinerant teaching
- Unit 4 Management of persons with mental retardation in different educational settings
- Unit 5 Record maintenance and educational arrangement

Block 3: Approaches, Methods and materials for Teaching Persons with mental retardation **(12 Hours)**

- Unit 1 Diagnostic prescriptive teaching
- Unit 2 Approaches in Teaching children with mental retardation
- Unit 3 Methods of Instruction-Project play way, programmed instruction and use of technology
- Unit 4 Preparation and selection of appropriate teaching learning material for children with Mental Retardation
- Unit 5 Adaptation of aids with reference to normalisation

Block 4: Techniques of Guidance and Counseling

(12 Hours)

Unit 1 Mental Retardation - Parental Perspective, concept of Guidance and counselling.

Unit 2 Behavior Modification and Systematic desensitization

Unit 3 Cognitive approaches to counseling

Unit 4 Counseling for life skills and social skills

Unit 5 Professional ethics in counseling.

Block 5: Adult Training and Vocational Placement, Family and Community Partnership

(12 Hours)

Unit 1 Training Adults with Mental Retardation

Unit 2 Transition from School to Work

Unit 3 Assisting and supporting families

Unit 4 Community Participation

Unit 5 Organizing services for urban and rural clientele with mental retardation.

Practicum

Case Study: Every student trainee is to make a thorough study of given case in term of complete assessment and programme planning including Special Educational aspects collecting relevant assessment details of Psychological and theoretical aspects, develop individualized Educational Plan, implement comprehensive and evaluate and write a report with suitable recommendations. For the final examination, there will be a viva on the case studies and the relevant theoretical aspects.

Teaching: Every student training is expected to conduct atleast 12 lessons to undergraduate and B.Ed students undergoing training in Special Education on the assigned topics. For the final examination, the student trainee will have to take a class for a given group of student on a given topic with suitable lesson plans and use of Teaching Learning Material and appropriate method.

Reference Books

1. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment Curriculum and
2. Instructor. University of Alberta, Alberta
3. Das, J.P. and Baine, D. (1978) Mental Retardation for Special Educators. Springfield Charles C. Thomas
4. Kauffman, J.M. & Paynes, J.S. (1960) Mental Retardation: Introduction and Personal Perspectives. Columbus: Charges & Merrill
5. Kirk, S.A. & Gallagher, J.J. (1979) Educating Exceptional Children, Boston: Hoffton & Mifflin

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7. Longone, J. (1990) Teaching Retarders Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon: Boston
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10. Peshwaria, R & Venkatesan, (1992) Behavioural retarded Children: A Manual for
11. Teachers. NIMH Secunderabad
12. Repp. A.C. (1983) Teaching the Mentally Retarded, New Jersey: Prentice Hall
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14. Smith, R. (1971) An Introduction to Mental Retardation. NY: Mc Grawhill
15. West, C.K. and others (1991) Instructional Design, Implications from Cognitive Science Eaglewood Cliffs: Prentice Hall
16. Petersun, M.J. & Hitfie, M.M. (2003). Inclusive Teaching: Creating Effective Schools for all Learners. Allyn & Becon.
17. Lewis, B.R. & Doorlag, H.D. Teaching Special students in General Education Classrooms (6 th Ed.). Merril Prentice Hall
18. Mary, A. Falvey. Curriculum and Teaching Strategies. Paul H. Brooks Publishing Co.
19. Kauffman, James M. Teaching Students with Learning and Behaviour Problems. Merril Publishing Co.

SPECIALISATION: VISUAL IMPAIRMENT COURSE-5

Psycho- Social and Educational Implications of Children with Visual Impairment

Objectives:

60 HOURS

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

Explain the anatomy and physiology of the human eye.

Describe the causes of visual impairment and common disease of the eye.

Carry out the assessment of visual efficiency of low vision children .

Describe the nature of visually impaired children with additional disabilities.

Discuss the implication of visual impairment and learning characteristics.

Course Content:

Block 1:- Eye and Eye care

12 HOURS

Unit 1: Definitions: Blindness, Visually Impaired, Educationally Blind, Low Vision , Residual vision

Unit 2: Anatomy of the Human Eye and Process of Seeing

Unit 3: Refraction and Refractive Error

Unit 4: Causes of Visual Impairment

Unit 5: Eye Diseases

Block 2: Implication of Visual Impairment

12 HOURS

Unit 1: Objective and Subjective effects of Blindness

Unit 2: Factors affecting adjustment

Unit 3 Issues of Adolescents with Visual Impairment and their Management Strategies

Unit 4: Socio – Emotional Adjustment

Unit 5: Verbalism and mannerism

Block 3: Assessment of Visual Functioning

12 HOURS

Unit 1: visual acuity, visual field, tunnel vision, central scotoma, residual vision and testing distant and near vision.

Unit 2: Commonly used assessment tests

Unit 3: Clinical and functional assessment procedures

Unit 4: Visual efficiency – component and training in using the residual vision

Unit 5: Role of ophthalmic assessment for educational purposes.

Block 4: Association of visual Impairment with other impairments

12 HOURS

Unit 1: Mental retardation with visual impairments

Unit 2: Deaf blindness

Unit 3: Cerebral palsy in visually impaired persons

Unit 4: Learning disability among visually impaired persons

Unit 5: Nature of multiple handicapping conditions of visually impaired persons

Block 5: Learning Characteristics of Visually Impaired person**12 HOURS**

Unit 1: Nature of intelligence, memory and concept development in visually impaired children

Unit 2: Motor development

Unit 3: Personality traits in visually impaired children

Unit 4: Academic impairment of visually impaired children in general

Unit 5: Comparison of various senses in acquisition of information

Reference Books

1. Evans, P & Verma, V. (1990). Special Education Past, Present and Future. The Falmer Press
2. Hanmimen, K.A.(1975). Teaching the Visually Handicapped. Charles.
3. Lowenfeld B. (1973). The Visually Handicapped Child in School.
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6. Mani, M.N.G.(1997). Amazing Abacus. Coimbatore: S.R.K.Vidyalaya
7. Mani, M.N.G. (1992) Concept Development of Blind Children. Coimbatore: S.R.K. Vidyalaya
8. Panda K.C. (1997) Education of Exceptional Children, New Delhi: Vikas
9. Panda K.C. & Panda (1998) Development of Education of Visually Handicapped Children in India. New Delhi: Asish Publishing (In Press)

COURSE-6
CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH
VISUAL IMPAIRMENT

60 hours

Objectives:

After studying this paper the student teachers are expected to realize the following objectives
Comprehend the language development process of visually impaired children.
Narrate plus-curriculum activities to visually impaired children.
Acquire competency in teaching content areas to visually impaired children.
Familiarise with the latest technological devices in serving the visually impaired.
Explain the different rehabilitation process for visually impaired persons.

Course Content:

Block 1:- Language Development

12 HOURS

Unit 1. Pre- requisite skills for language development
Unit 2. Vocabulary and comprehension
Unit 3. Role of various senses in language development
Unit 4. Strategies to overcome verbalism
Unit 5 .Language development related to Braille reading and writing

Block 2:- Plus Curricular skills

12 HOURS

Unit 1: Plus curricular needs of visually impaired children
Unit 2: Mechanics of tactile, reading and writing
Unit 3: Strategies for teaching Braille
Unit 4: Need, importance and strategies for sensory training
Unit 5: Need, importance and strategies for teaching of orientation and mobility skills

Block 3:- Method of Teaching

12 HOURS

Unit 1: Implication of visual impairment in teaching learning special concepts
Unit 2: Implication of visual Impairment in teaching learning Mathematics
Unit 3: Implication of visual impairment in teaching learning Science
Unit 4: Implication of visual impairment in teaching learning Social Science
Unit 5: Need and strategies for teaching creative Arts and Physical Education

Block 4:- Application of Technology and Role of Research

12 HOURS

Unit 1 :- Computerisation in Braille book production
Unit 2:- Modern Reading and mobility devices
Unit 3:- Assessment
Unit 4:- Tactile material production Technology
Unit 5:- Research on appropriate Technology

Block 5:- Rehabilitation Services**12 HOURS**

Unit 1:- Types of rehabilitation programme – Institution based rehabilitation and community based rehabilitation

Unit 2:- Role of family and community in the rehabilitation process

Unit 3:- Appropriate vocational counseling and training techniques in

Unit 4:- Concept and types of guidance

Unit 5:- Agencies involved in the rehabilitation of visually impaired person

Reference Books

1. Bryan, J.H & Bryan G.H. (1979). Exceptional Children. Sherman Oaks, CA, Alfred
2. King Sears, E. (1994). Curriculum Based Assessment in Special Education. San Diago: Singular publishing group
3. Mittler, P. (1976). The Psychological Assessment of Mental and Physical Handicap. London: Tavistock
4. Overton. T. (1992). Assessment in Special Education: an Applied Approach. New York Macmillan.
5. Pannikar, K.K. (1978). Vithoda Pannikan Scale of Performance Test for the Blind. Mumbai: NAB
6. Panda, K.C. (1997). Education of Ex ceptional Children. New Delhi: Vikas Publishing House.
7. Taylor, R.L. (1993). Assessment of Exceptional Students: Educational and Psychological Procedures. Boston: Allyn & Bacon.
8. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, Secunderabad, NIMH
9. Narayan J. (1990). Towards independen ce series 1 to 9. Secunderabad : NIMH
10. Narayan J. (2003) Educating children with learning problems in regular schools NIMH: Secudnerabad

SPECIALISATION: HEARING IMPAIRMENT COURSE-5

AURAL REHABILITATION/HABILITATION OF CHILDREN WITH HEARING IMPAIRMENT

Objectives: **(60 HOURS)**

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

1. Explain the hearing and auditory processes.
2. Describe the perception through hearing aids and auditory training and evaluation of hearing aids.
3. Comprehend the development of speech processes.
4. Enumerate the components of speech and teaching techniques.
5. Explain the role of speech lessons in dealing with hearing impaired children.

Course Content:

Block 1: Hearing and Auditory processes **(12 HOURS)**

Unit 1: Neurology and Psychology of hearing

Unit 2: Procedures in audiometry

Unit 3: Introduction to objective tests and their application in early identification.

Unit 4: Amplification Systems for Individuals with Hearing Impairment: Individual Systems and Group Systems

Unit 5: Environmental factors in selection of site, environmental consideration for building and classroom acoustics, with reference to schools for the deaf.

Block - 2: Perception through Hearing Aids and Auditory Training and Evaluation of Hearing Aids **(12 HOURS)**

Unit 1: Auditory Perception and basic acoustic properties of speech

Unit 2: Auditory training and Auditory Verbal Therapy (AVT)

Unit 3: Acoustics to enhance speech perception

Unit 4: Evaluation of hearing aids using electro acoustic analysis

Unit 5: Technical specification for classroom devices

Block - 3: Introduction to language and theories of Language acquisition (12 HOURS)

Unit 1: Nature, Scope of Language and Structure of Indian Language.

Unit 2: Theories of language development.

Unit 3: Language Theories: Relevance in understanding language of children with deafness
Unit 4: Language Assessment in Children with Hearing Impairment.
Unit 5: Error Analysis of written language

Block - 4: The Speech process and components of speech (12 HOURS)

Unit 1: Characteristics of good speech
Unit 2: Production of speech sounds
Unit 3: Process of Speech Production and its Relevance in Understanding Dynamics of Voice and Articulation
Unit 4: Identification and Analysis of Speech Errors in Individuals with Hearing Impairment
Unit 5: Empirical evidences

Block - 5: Speech Teaching (12 HOURS)

Unit 1: Objectives and Planning
Unit 2: Selection of appropriate sensory channel and materials and equipment
Unit 3: Recent advances in technology in teaching speech
Unit 4: Speech teaching goals for pre primary, primary and secondary school levels.
Unit 5: Concept of total communication and alternative augmentative communication

Reference Books

1. Boothoyd, A. (1982). Hearing impaired in Young Children. Englewood Cliffs; N.J. Prentice Hall.
2. Bass, H. (1977). Childhood deafness. Bass.
3. Evans, P. and verma, V. (1990) Special Education: Past, Present and Future. The Falmer Press.
4. Mittler P. (1978). The Psychological Assessment of Mental and Physical Handicap. London: Tavistock.
5. Oventon, T. (1992). Assessment in Special Education. An Applied Approach, New York: Macmillan.
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10. Newby, H.A. and Popelka,G.R. (1985) Audiology, ed.5, Englewood Cliffs, N.J.: Prentice Hall.
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14. Ling D. & Ling A. (1980) Aural Rehabilitation. A.G. Bell Association for the Deaf Washington D.C.
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16. Moog J. & Geers A. Early Speech Perception Test for profoundly Hearing Impaired Children. Central Institute for the Deaf, St. Louis, U.S.A.
17. Oyer H.J. (1966). Auditory Communication for the Hard of Hearing. Prentice Hall Inc, Englewood Cliffs, New Jersey.
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19. Schow R.L. & Nerbonne M.A. (Eds.) (1996). Introduction to Audiologic Rehabilitation. 3rd edition. Allyn & Bacon, Boston.
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COURSE-6
CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH
HEARING IMPAIRMENT

Objectives: **(60 Hours)**

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

1. Explain the curriculum and Teaching methods and their adaptations followed in education of hearing impaired children.
2. Describe the modes of communication used with the hearing impaired persons.
3. Narrate the methods and techniques of teaching language, reading and writing.
4. Comprehend the various aspects of mainstreaming of children with hearing impairment.
5. Explain the concept of Educational evaluation and guidance and apply the various techniques with hearing impaired children.

Course Content:

Block 1: Curriculum and Teaching Methods in Education of Children with Hearing Impairment
(12 Hours)

Unit 1 Concept, Principles, procedures and changing trends in curriculum development

Unit 2 Basic curriculum skills

Unit 3 Review of the curriculum and academic concessions

Unit 4 Teaching principles and approaches

Block 2: Modes of communication used with HI Children/Persons **(12 hours)**

Unit 1 Use of Manual Signs for Communication and Sign Language of the Deaf Community

Unit 2 Unisensory approach (Aural)

Unit 3 Multi sensory approach

Unit 4 Multi – sensory combinations of modes (verbal communication)

Unit 5 Concept of total communication and alternative augmentative communication.

Block 3: Methods and techniques of teaching languages reading and writing **(12 hours)**

Unit 1: Principle, methods and techniques of teaching language to the children with hearing impairment

Unit 2: The Reading Process: Developing Reading in Children with Hearing Impairment

Unit 3: Teaching Aids Used At Different Levels for Different Activities

Unit 4: Methods of Developing Writing Skills

Unit 5: Computer Assisted Instructions and Education of the Deaf.

Block 4: Mainstreaming and Inclusion **(12 Hours)**

Unit 1 Concept of integrated and inclusive education

Unit 2 Models of integrated and inclusive education

- Unit 3 Status of integrated and inclusive education and evaluation for readiness for integrated/
Inclusive education in India.
- Unit 4 Language maturity, social integration, mainstreaming and inclusion
- Unit 5 Trends in vocational placement of the persons with a hearing impairment.

Block 5: Educational Assessment and Guidance

(12 Hours)

- Unit 1 Educational Assessment: NRT, and CRT
- Unit 2: Curriculum based assessment
- Unit 3 Report Writing
- Unit 4 Guidance and counseling

Reference Books

1. Conard.R. (1979). The Deaf School child London: harper & row
2. Cruisbank W.M (1975). Psychology of Exceptional Children and Youth Engewood Cliffs.NJ: Prentice Hall
3. Hart, B.O. (1963). Teaching reading to the Deaf. Washington:D.C.A.G. Bells
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12. Oliver, Albert (1977). Curriculum improvement a Guide principles and processes. New York: Harper and row.
13. Payne, ID.A. (1973). Curriculum Evaluation.: Commentaries on pupose process and product boston: D.C. Health.
14. Pratt D. (1980) Curriculum design and development Harcourt, Brace and Jovanvich.
15. Tanner, D. end Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago: Press.

SPECIALIZATION (Course-5)

LEARNING DISABILITY IDENTIFICATION AND ASSESSMENT

Objectives:

After studying this course, the student teacher is expected to realize the following objectives:

1. Define and explain the different types of learning disabilities with reference to types and factors affecting learning.
2. Identify the areas of assessment for learning disability.
3. Describe various approaches and techniques of assessment.
4. Critically evaluate the usefulness of different types of assessment for learning disabled children.
5. Diagnose and interpret results of assessment used for learning disabled children.
6. State issues and trends related to learning disability.

Course Content:

Block 1: Overview of Learning Disabilities

(10 Hrs)

Unit 1 - Philosophical and Psycho-Social Perspectives of Learning Disabilities.

Unit 2 - Definition, Prevalence and Issues in Learning Disabilities.

Unit 3 - Types & Characteristics of Learning Disability.

Unit 4 - Associated conditions.

Unit 5 - Etiological factors: Neurological, Neuropsychological and Medical.

Block 2: Approaches and Techniques of Assessment

(12 Hrs)

Unit 1 - Definition, Scope and Purpose of Assessment.

Unit 2 - Principles for selection of tools for assessment

Unit 3 – Theoretical Approaches to Assessment

Unit 4 - Techniques of Assessment

Unit 5 - Characteristics of a good test: Reliability, Validity, Objectivity, Usability

Block 3: Areas of Assessment

(14Hrs)

Unit 1 - Basic Learning Processes- Attention, Perception, Memory, Concept Development and Thinking

Unit 2 - Assessment of Perceptual motor disorder

Unit 3 - Assessment of Language: Reading and Writing

Unit 4 - Assessment of Quantitative Thinking: Mathematics

Unit 5 - Assessment of Behavioural and Social Competencies

Block 4: Types of Assessment

(14 Hrs)

Unit 1 - Types of Assessment-Formal, Informal, Ecological, Curriculum Based Assessment (CBA).

Unit 2 - Formal Tests

Unit 3 - Teacher Made Tools/ Tests Construction, Scoring, Interpretation.

Unit 4 - Analysis, Interpretation of data and Report writing

Unit 5 - Differential diagnosis

Block 5: Contemporary Trends and Issues in assessment with reference to: (10 Hrs)

Unit 1 - Infancy and early childhood

Unit 2 - Inclusive Education

Unit 3 - Adulthood- Higher Education, Career Education and Life Skills Education

Unit 4 - Family and community

Unit 5 - Legal Provisions and Issues

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1. Bender, William N. Learning Disabilities, Characteristics, Identification and Teaching Strategies, 1995.
2. Bos, C. S. & Vaughn, S. Strategies for teaching Students with Learning & Behavioral problems, Allyn & Bacon, Boston 1991.
3. Chaote Joyce. S Successful mainstreaming Allyn and Bacon. 1991
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6. Doehring D. G. & others Reading Disabilities, Academic Press, New York 1981.
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9. Harding Leonora Learning difficulties in the Primary Class Room, Groom Helm, London, 1986.
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11. Kats Lynda J., Goldstein Gerald and Beers Sue R. Learning Disabilities in Older Adolescents & Adults: Clinical Utility of the Neuropsychological Perspective, 1st Edition, Springer Pub., 2001.
12. Mather Nancy and Goldstein Sam Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management Brookes Publishing Company, 1st edition, 2001.
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14. Myklebust, Helmer Progress in Learning Disabilities, Guene and Stratton, New York, 1980.
15. Parter Roy, Katy Cigno and Burke Peter Learning Disabilities in Children (Working together for Children, Young People and their families), Wiley-Blackwell, 1st Edition, 2000

SPECIALIZATION (Course-6)

LEARNING DISABILITY CURRICULUM AND INTERVENTION

Objectives:

After studying this course, the student teacher is expected to realize the following objectives:

1. Describe the principles, types, and the areas of curriculum.
2. Explain the concept and process of curriculum development.
3. Apply theories and models of intervention for learning disabilities.
4. Use effective teaching strategies to develop desirable skills in persons with learning disability.
5. Explain types and techniques of guidance and counseling.
6. Apply knowledge of therapeutic techniques and practices
7. State issues and needs of children with learning disabilities

Course Content:

Block 1: Curriculum Development and Curricular Areas (12Hrs)

Unit 1 - Concept, principles and process of curriculum development and Design

Unit 2 - Approaches and Types of Curriculum Development

Unit 3 - Individualized Educational Program (IEP)

Unit 4 - Curricular areas, readiness skills, concept development, language, perception

Unit 5 - Curriculum: Alternative, Adjustment, and adaptation.

Block 2: Approaches and Methods (12 Hrs)

Unit 1 - Percepto-Motor approach

Unit 2 - Multi-sensory approach

Unit 3 - Collaborative learning approach

Unit 4 – Cognitive approach

Unit 5 – Behavioural approach

Block 3: Strategies for Intervention (16 Hrs)

Unit 1 – Reading intervention

Unit 2 - Writing and Spelling intervention

Unit 3 – Mathematics intervention

Unit 4 - Thinking Skills intervention

Unit 5 - Study Skills intervention

Block 4: Guidance and Counselling**(10Hrs)**

Unit 1 - Guidance and Counselling - Nature and Needs

Unit 2 - Types of Counselling - Developmental, family, educational, vocational

Unit 3 - Basic skills of counselling

Unit 4 - Behavioural Therapy

Unit 5 - Modes of communication for guidance and counselling - Drama and Movement Therapy, Books and Audio Visual Material, Art and Music Therapy, Play Therapy

Block 5: Program Planning for:**(10Hrs)**

Unit 1 Inclusive Education

Unit 2 Transition

Unit 3 Life-skill Education

Unit 4 Parent education

Unit 5 Use of assistive technology

References

1. Bender, William N. Learning Disabilities, Characteristics, Identification and Teaching Strategies, 1995.
2. Bos, C. S. & Vaughn, S. Strategies for teaching Students with Learning & Behavioral problems, Allyn & Bacon, Boston 1991.
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