



Diploma in Education-Special Education (Intellectual and Developmental Disabilities)

D.Ed.Spl.Ed.(IDD)

July, 2021

(w.e.f. 2021-22)

REHABILITATION COUNCIL OF INDIA

(Statutory Body of the Ministry of Social Justice & Empowerment)

Department of Empowerment of Persons with Disabilities (Divyangjan)

Government of India

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Foreword

Change is said to be the only constant in life that assures progress in all fields including educational practices. Historically education is seen as a short, but most influential bridge to transform approaches and strategies for attaining progress. This helps in achieving national goals as well as reducing the gaps between the haves and have-nots' and also accomplish social harmony. All children typical and special, who are the citizens of tomorrow form the hope and aspirations for fulfilling the national and global development and peace. Therefore the Sustainable Development Goal (SDG) 4 calls for ensuring inclusive and equitable education for life-long learning opportunities for all.

The Rehabilitation Council of India (RCI) is mandated by an Act of RCI 1992 to develop professionals and maintain standards so that educational needs and supports to persons with disabilities are ensured. The RPWD Act 2016 and the National Education Policy 2020 have also upheld inclusive practices for which reasonable accommodations, capacity building of teachers and their professional development is implied. Keeping the provisions of these Acts, policies and provisions of UNCRPD framework, RCI fulfils its obligation and accountability by revising its curricula of programs.

The present revised Diploma Special Education is being offered as convergence of various disabilities as mentioned in the RPWD Act 2016 as well as the provisions of NEP 2020, of catering to foundational years in children with disabilities to facilitate appropriate elementary education. Besides acquiring competencies to focus on various disability related needs, the student-teachers undertaking this program would gain knowledge and develop competencies in areas such as child development, family and community involvement and also curriculum development and implementation strategies. It has built a foundation of the emerging Indian society as well as that of inclusive practices in all areas of pedagogical practices, assessments and undertaking the Universal design of learning, which in a way will help in education of all children which is the need of the hour.

Ms. Anjali Bhawra, IAS
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Preface

The Rehabilitation Council of India (RCI) is a statutory body functioning under the Department of Empowerment of Persons with Disabilities (Divyangjan) (DEPwD), of the Ministry of Social Justice & Empowerment (MSJ&E), Govt. of India. RCI has the mandate for human resource development to facilitate rehabilitation of persons with disabilities. Established as a registered society in 1986, RCI was accorded a legal status as 'The RCI Act' 1992. The Act has been amended in 2000 to enhance the professional development programs in the field.

RCI develops, monitors and regulates both the pre-service and the in-service programs by offering a gamut of training programs. These include formulating and standardizing norms, regulations and content of syllabi for programs ranging from Certificate to Master's and also the Continuing Rehabilitation Education (CRE) programs for in-service trainings. The programs aim to develop professionals, catering to the different requirements of disabilities such as assessment, early intervention, inclusion, education, and therapeutics as well as community participation of persons with disabilities. These programs are affiliated to various institutes and Universities across the country and are conducted through both modes, face to face as well as by distance mode through Open Universities. RCI also maintains registrations of qualified personnel and professionals in its Central Rehabilitation Register (CRR) which provides an authorization to work in the field of Rehabilitation and Special Education.

RCI constantly endeavours to upgrade and update its training programs so as to contribute towards the achievement of national goals for a sustainable development. The Diploma in Special Education offered in various disabilities is one of the most popular programs of RCI creating a cadre of special teachers to work in elementary schools. The course content of the program are revised from time to time so as to fulfill the provisions of various Acts and educational policy for students with disabilities at different levels of school education. The present programmes developed with convergence of disabilities are also intended to develop special teachers for fulfilling the national educational goal of 'education for all.' It is developed by experts from various fields of disabilities, academicians, researchers and persons with disabilities themselves. The courses under each disability have been well deliberated and designed and have a good blend of classic fundamentals as well as the modern trends.

Dr Subodh Kumar
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1.0. Preamble

The fundamental aim of education is to generate learners who are motivated, effective and are increasingly responsible and contributory citizens. The 21st century additionally requires that the learners also match the global requirements by being creative, communicative, critical thinkers and collaborative. While the obligation of developing these abilities in learner rests on all stakeholders, the teachers' invariably form the pivot. So, teacher preparation and development have a significant role in the national and global development.

The 21st century learning has also seen a change in the perspectives towards the learners. It is increasingly recognized that they are diverse and diversity is valuable. The United Nations Convention of Rights of Persons with Disabilities (UNCRPD) 2006, to which India is a signatory notable views 'disability has a human diversity'. So, the educational acts and policies in India such as Right to Free and Compulsory Education (RTE) Act 2009 and its amendment in 2012, the Rights of Persons with Disabilities (RPWD) Act 2016 and the National Education Policy (NEP) 2020 have provided special attention and made provisions for education of students with disabilities.

The Rehabilitation Council of India (RCI, 1992) is a statutory body under the Ministry of Social Justice & Empowerment. RCI is mandated for the professional development through quality training programs to strengthen education and rehabilitation of persons with disabilities. RCI therefore develops standardized curricula and monitors the human resource development which are conducted through RCI recognized institutes and Universities for a range of programs, i.e., Certificate to Master level programs.

The Diploma in Education - Special Education is formulated to prepare special teachers for children with the disabilities specializing in Intellectual and Developmental Disabilities (IDD) which includes, besides Intellectual Disability (ID), Specific Learning Disability (SLD) Autism Spectrum Disorders (ASD). The special teacher can work in varying settings such as early intervention centers, preschools and elementary schools. These centers or schools may be special or inclusive in nature. The course also would prepare the teachers in a such way so that they can provide home training or in the blended learning form if the need arises.

2.0. Nomenclature of the program: Diploma in Education-Special Education (Intellectual and Developmental Disability) i.e. D.Ed.Spl.Ed.(IDD)

Objectives of the Program:

The Program of D.Ed in Special Education (IDD) is developed with following objectives:

- To develop an understanding of varying disabilities and their implications;
- To have knowledge of typical growth and development of learners and realize the psychological aspects influencing learning and education;
- To be aware of the underlying philosophies, evolutionary practices and the policy provisions facilitating education of children with disabilities;
- To use various assessment tools and techniques for planning educational and other related interventions;
- To be aware of and apply various curricular strategies;
- To appreciate various teaching approaches and use effective teaching strategies;
- To apply various pedagogical approaches for teaching at elementary level;
- To provide support in the use of various intervention and therapeutic techniques;
- To apply appropriate techniques to help students with high support needs;
- To develop an understanding about the concept, construct and facilitators of inclusive education;
- To realize the importance and role of family and community as a catalyst in the education of children with disabilities.

3.0 Scope of the program

The D.Ed in Special Education (IDD) program will especially help the student trainees develop following competencies:

Knowledge based competencies:

- About various disabilities and their associated conditions
- Differential needs of learners with disabilities in general
- Differential needs of learners with ASD, ID and SLD

- Various areas of child development and the relevant mental processes
- Legislative provisions & policy guidelines for education and rehabilitation aspects
- Educational needs of the children with disability and their management
- Planning and execution of curricular and co-curricular activities
- Methods and techniques of teaching of various subjects

Skill based competencies:

- Assessment and identification of learners with ASD, ID and SLD using multidisciplinary approach
- Interventional strategies of addressing learning styles and preferences.
- Use of curricular strategies, pedagogical approaches, adaptations and assessments
- Promotion of inclusive practices and involvement of family and community
- Development of specialized skills in planning and providing support services to high support need groups (Children with severe disabilities)
- Development of competencies to teach in varied settings including special school, inclusive schools, home based education and technology-based home learning environments

Value or Behavior based competencies:

- Promotion of school culture and ethos for inclusive educational practices;
- Empowerment of families for equal partnership and advocacy of children;
- Involvement of community for resource mobilization and support;
- Promotion of inclusive practices with equity and quality;
- Acceptance of every student with the belief and conviction that every child will learn.

3.1. Employment opportunities

It is envisaged that such a programme would widen the horizon for the teacher trainee on completion of the course, to teach in special schools, regular inclusive schools at elementary level, work in early intervention and preschool set up or undertake home based teaching to support those with high support needs. In all such settings, the trainees who have successfully completed the programme can practice online and blended teaching too with confidence.

4.0.General frame work of the programme

It is comprised of theory, practice teaching and practical courses. The Diploma in Education- Special Education (IDD) programme consists of 5 Common Courses and 7 Specialization Courses pertaining to the education of children with intellectual and developmental disabilities i.e., ASD and SLD. The programme is organized in such a manner that the content on the disabilities (ASD, ID and SLD) are spirally integrated in all courses as per requirement to prepare a cadre of special educators who develop competencies to meet their educational needs.

Each theory course has a total of 75 hours for curriculum transaction. The total weightage for each course in terms of marks will be 75, 40 percent internal and 60 percent external. In terms of credit, the entire program is prepared for 120 credits divided into two parts; theory- 60 credits and practical-60 credits. For curriculum transaction, each credit will be equal to 15 hours for theory and 25 hours for practical.

5.0 Duration of the Programme

The duration of the programme will be two years (four semesters). Each semester will have at least 225 hours of theory papers (75 hours /paper) and 375 hours of practical. On completion of four semesters, the total theory hours would be 900 hours and practical would be 1500 hours. Details are given in a Table on course structure at 16.0.

6.0 Eligibility

Students who have passed 10+2 or equivalent with 50% of marks in any stream are eligible for the course. However, there shall be 5 percent relaxation in the percentage of marks (45%) in case the candidate belongs to SC/ST or PwD categories.

7.0 Medium of Instruction

The medium of instruction will be English / Hindi / Regional or state specific language.

8.0 Methodology

The methodology of the courses includes lectures, demonstration, project work, discussions,

exposure visits to different schools / rehabilitation projects, practice teaching, participation in community meetings, camps and community development programmes.

9.0 Staff Requirements

The programme should have two faculty at least at the level of lecturer/assistant professor and one instructor for each year (as mentioned under teaching faculty) of the programme and one will assume the charge of coordinator / head, thus requiring a total teaching staff of six. In addition to this, guest faculty may be invited to teach specific topics.

Teaching Faculty

9.1. Core faculty: The core faculty for each year will consist of the following staff:

Position 1: Faculty in Special Education (Full-time)

Essential qualifications:

- a. Masters in Social Sciences, Humanities & Sciences
- b. M.Ed. Spl.Ed.(ASD/ ID/ SLD) with two years of experience (post qualification) in teaching in special school for children with ASD/ID/SLD or teaching in RCI approved long term programmes.

Or

B.Ed. Spl.Ed.(ASD/ ID/ SLD) with five years of experience (post qualification) in teaching in special school for children with ASD/ID/SLD or teaching in RCI approved long term programmes.

Or

DMR / DSE (ASD/ ID/ SLD) / D.Ed. Spl.Ed (ASD/ ID/ SLD) with 10 years of experience (post qualification) in teaching in special school for children with ASD/ID/SLD or teaching in RCI approved long term programmes.

- c. The candidate must have valid registration certificate with RCI

Position 2: Faculty in Psychology (Full-time)

Essential qualifications:

- a. M.Phil. in Clinical Psychology or M.Phil. in Rehabilitation Psychology with two years of experience (post qualification) in working with persons having ASD/ID/SLD or teaching in RCI approved long term programmes.

Or

Masters in Psychology with special paper on Clinical Psychology/Educational Psychology with five years post qualification experience of working with persons having ASD/ID/SLD or teaching in RCI approved long term programmes.

b. The candidate must have valid registration certificate with RCI

NOTE:

1. Whosoever from the full-time faculty position is the senior most by appointment will function as the Programme Coordinator.
2. In case of a new institution, it can start with two core faculty as above, and two more full time faculty in Special Education with qualification as given for Position 1 for 1st year must be appointed before commencement of 3rd semester. It is preferred that these two full time faculties are to have specialization in disability area other than that of the earlier appointed faculty in special education. E.g., if the earlier appointed special educator is specialized in ASD, the other two should be appointed with specialization in ID and SLD respectively.

Instructor (Technical): Two instructors should be appointed having a qualification of Bachelor degree in any subject with D.Ed.Spl.Ed.(ASD/ ID/ SLD) with valid RCI registration. Both instructors should not be from the same area of disability specialization. In case of new institution, one full time instructor must be appointed before commencement of 3rd semester.

9.2. Visiting Faculty

The experts in their respective specialization and working in hospitals/ institutions or schools can be requested to deliver lectures, demonstrations and to conduct practicals.

1. Occupational Therapist (Bachelor's degree with minimum 2 years' experience)
2. Speech Therapist (Bachelor's degree with minimum 2 years' experience)
3. Physiotherapist (Bachelor's degree with minimum 2 years' experience)
4. Psychiatrist/Pediatrician/Medical Professionals (Post Graduate Medical Qualification)
5. Social Worker (Master's degree in Social Work with minimum 2 years' experience)
6. Yoga Therapist (Diploma in Yoga with minimum 2 years' experience)
7. Physical Education Teacher (certified Coach of Special Olympics with minimum 2 years of experience)

8. Music and Dance Teacher (Diploma or Degree in Performing Art with minimum 2 years of experience)

9.3. Staff (Non-teaching)

1. Librarian/Library Assistant (01)
2. Multi-Task Staff (for typing, record keeping and accounts)(01)
3. Peon (01)
4. Watchman (01)

10.0. Intake capacity

The intake for each year of the course will be a maximum of 35.

11.0 Minimum Attendance

Eighty per cent minimum attendance is required both in theory and practical to be eligible to appear in the semester end examination.

12.0 Examination Scheme

The course shall follow the RCI's Scheme of Examination conducted from time to time.

13.0. Requirements of Physical Infrastructure and Materials

13.1. Physical Infrastructure

1. An Institution having inter-disciplinary team of experts and a school for children with ASD and ID to conduct the practice teaching and practical.
2. Regular school/ remedial clinic for carrying out the practice teaching and practical related to SLD.

13.2. Space

Sl.No.	Type of Facilities (Essential)	Area	Remarks
1.	Class Room – 2	40 sq. m. each	
2.	Class Room – 2	25 sq. m. each	
3.	Multipurpose Room/Hall -1	60 sq. m.	
4.	Library-1	60 sq. m.	5 Computers & Internet

5.	Toilet (Male-1, Female-1)	04 sq.m. each	
6.	Principal's Room -1	15 sq. m.	
7.	Resource Room- 1	30 sq. m.	
8.	Faculty Room-1	40 sq. m.	
9.	Office Room-1	25 sq. m.	
10.	Lab. for Psychology/ICT-1	30 sq. m.	

Sl.No.	Type of Facilities (Desirable)	Area	Remarks
12.	Hostel for Trainees	-As per need	
13.	Space for Recreation and Sports	500 sq. m.	If not available, then collaboration with nearby Institute/University
14.	Staff Quarters	As per need	

13.3Material

Furniture for Staff:

1. Full time staff	Tables	-	5
	Chairs	-	5
	Cupboards	-	5
2. Visiting Faculty (as per need).	Tables	-	2
	Chairs	-	2
3. multi-task staff-cum-Accountant	Table	-	1
	Chair	-	1
4. Librarian/Library Assistant	Table	-	1
	Chair	-	1
5. Peon	Chair	-	1
	Stool	-	1 (or suitable furniture)

Furniture and Equipment for the Office

1. Cupboards (Steel)	04
2. Filing Cabinet	01
3. Computer with Printer	01
4. Phone	01
5. Photocopying Machine/Printer	01
6. Any context specific requirement	

Furniture and Equipment for Classroom

1. Tables (for students)	30
2. Chairs (for students)	30
3. Audio Visual equipment (LCD)	02
4. Black Board	02

Teaching material (Demonstration)

- All the test material as in the syllabus for ASD, ID and SLD
- Disability specific teaching material for ASD, ID and SLD.
- TLM suitable for ASD, SLD and ID

Technology related relevant hardware and 5 computers with active internet software with internet connection connection (Wifi / suitable internet connection)

Psychological test material set (for demonstration) as in the syllabus - 01

(e.g., VSMS, Bhatia Battery, BKT, SFB, MISIC, RPM, and WISC)

Play therapy equipment set (for demonstration) - 01

Furniture for Library

(minimum)

1. Library cupboards	10
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- | | |
|---------------------------|----|
| 2. Library tables (large) | 04 |
| 3. Library chairs | 25 |

13.4. Special School /Facilities for conducting practicals

1. Special school having minimum 60 students. The special school must be having the capacity to accommodate both the types of disability such as students with ASD and Students with ID. School can have children who have ID as well as ASD.
2. Inclusive school(s) with minimum 20 children diagnosed as having ASD, ID, SLD.
3. The institute can have a tie-up and MoU with more than one special school/inclusive school to meet the requirement of additional number of students prescribed above.
4. To carry out practicals related to students with SLD and students with ASD (high functioning), such MoU should be entered into with inclusive schools and/or remedial centres established exclusively for SLD and for ASD.

14.0. Library Material

1. Minimum eighty percent of the prescribed books as mentioned in suggested readings in each course should be available. Those books that are given as suggested readings in more than one course, must have more than one copy to facilitate access to many students. At least twenty percent of the books should be in Hindi or regional language.
2. Journals (at least 2) peer reviewed journals on related disability.

15.0 Certification as Registered Personnel

It is mandatory for every rehabilitation professional / personnel to obtain a “Registered Personnel/ Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge. Each registered professional/personnel will be required to get himself/herself re-registered periodically. The periodicity will be decided by the council from time to time. The activities for enrichment training programs in the form of Continuous Rehabilitation Education (CRE) is decided by the RCI.

16.0. Coursewise Hours, Credits and Marks Distribution

16.1. Theory

Sem- Ester	Course	Hours/ (Credits)	Total Hours per Semester	Marks			Total Marks per Semester
				Inter nal	Final	Total	
I 16.1.1.	1.Introduction to Disabilities (common course)	75 (05)	225(T)+375(P)= 600 (30 Credits)	30	45	75	225(T)+375(P) = 600
	2.Characteristics of children with developmental disabilities	75 (05)		30	45	75	
	3.Assessment of Children with Developmental Disabilities	75 (05)		30	45	75	
	Practical hours and marks →	375 (15)		225	150	375	
II 16.1.2.	4.Child Development and Learning (common course)	75 (05)	225(T)+375(P)= 600 (30 Credits)	30	45	75	225(T)+375(P) = 600
	5.Curriculum Development	75 (05)		30	45	75	
	6. Teaching Approaches and Strategies	75 (05)		30	45	75	
	Practical hours and marks →	375 (15)		225	150	375	
III 16.1.3.	7.Education in Emerging Indian Society and School Administration (common course)	75 (05)	225(T)+375(P)= 600 (30 Credits)	30	45	75	225(T)+375(P) = 600
	8. Methods of Teaching in elementary School	75 (05)		30	45	75	
	9.Therapeutics	75 (05)		30	45	75	
	Practical hours and marks →	375 (15)		225	150	375	
IV 16.1.4.	10.Inclusive Education (common course)	75 (05)	225(T)+375(P)= 600 (30 Credits)	30	45	75	225(T)+375(P) = 600
	11.Family and Community	75 (05)		30	45	75	

	(common course)		Credits)				
	12.Management of groups with high support needs	75 (05)		30	45	75	
	Practical hours and marks →	375 (15)		225	150	375	
Total	Grand Total	2400 (120)	2400	1260	1140	2400	2400

COUREWISE HOURS AND MARKS DISTRIBUTION

16.2 Practicals

Sl. No	Semester-I	Hours	Internal marks	External marks	Total
16.2.1.					
I (a)	Assessment of Children with Developmental Disabilities	125	75	50	125
II (a)	Individualized Education Programme (ASD, ID, SLD)	150	90	60	150
III (a)	Preparation of TLM for assessment and teaching & information and communication technology (ICT)	100	60	40	100
	Total:	375	225	150	375
16.2.2.	Semester-II				
I(b)	Group Teaching - Special schools ASD, ID and remedial setting for SLD.	150	90	60	150
II(b)	Group Teaching – Resource room setting,	150	90	60	150
III(b)	Incorporation of technology and TLM in	75	45	30	75

	different settings				
	Total:	375	225	150	375
16.2.3.	Semester-III				
I (c)	Teaching in Regular / Inclusive School - all subjects_	150	90	60	150
II (c)	Therapeutics and behavioural support	150	90	60	150
III (c)	Development of teaching Learning materials Using ICT	75	45	30	75
	Total:	375	225	150	375
16.2.4.	Semester -IV				
I (d)	Inclusive Practices using UDL Principles	150	90	60	150
II (d)	Working with groups with high support needs and severe disability.	150	90	60	150
III (d)	Project	75	45	30	75
		375	225	150	375

1st Year - Semester I (Common course)

COURSE - I
INTRODUCTION TO DISABILITIES

Total Marks: 75

Total hours: 75

Learning outcomes:

On the completion of this course, the student-teachers will be able to:

- Explain the historical perspectives and paradigm shift in the models of disabilities
- Demonstrate knowledge about various causes and preventive aspects about different disabilities.
- Describe the educational needs, implications and challenges in the management of various types of disabilities.
- Describe the importance of early identification and intervention of children with disabilities and twice exceptional (2e) children.
- Explain the importance of different agencies in human resource development

Unit 1: Understanding Disability

- 1.1 Historical perspectives of Disability - National and International & Models of Disability;
- 1.2 Concept, Meaning and Definition - Handicap, Impairment, Disability, activity limitation, habilitation and Rehabilitation;
- 1.3 Definition, categories (Benchmark Disabilities) & the legal provisions for PWDs in India;
- 1.4 An overview of Causes, Prevention, prevalence & demographic profile of disability: National and Global;
- 1.5 Concept, meaning and importance of Cross Disability Approach and interventions;

Unit 2: Definition, Causes & Prevention, Types, Educational Implication, and Management of

- 2.1 Locomotor Disability-Poliomyelitis, Cerebral Palsy/Muscular Dystrophy;
- 2.2 Visual Impairment-Blindness and Low Vision;
- 2.3 Hearing Impairment-Deafness and Hard of Hearing;
- 2.4 Speech and language Disorder;
- 2.5 Deaf-blindness and multiple disabilities;

Unit 3: Definition, Causes & Preventive measures, Types, Educational Implications, and Management of-

- 3.1 Intellectual Disability;
- 3.2 Specific Learning Disabilities;
- 3.3 Autism Spectrum Disorder;
- 3.4 Mental Illness, Multiple Disabilities;
- 3.5 Chronic Neurological conditions and Blood Disorders;

Unit 4: Early Identification and Intervention:

- 4.1 Concept, need, importance and domains of early identification and intervention of disabilities and twice exceptional children;
- 4.2 Organising Cross Disability Early Intervention services;
- 4.3 Screening and assessments of disabilities and twice exceptional children;
- 4.4 Role of parents, community, ECEC and other stakeholders in early intervention as per RPD- 2016 and NEP 2020;
- 4.5 Models of early intervention-(home-based, centre-based, hospital-based, combination) with reference to transition from home to school;

Unit 5: Human Resource in Disability Sector:

- 5.1 Human resource development in disability sector – Current status, Needs, Issues and the importance of working within an ethical framework;
- 5.2 Role of international bodies (International Disability Alliance (IDA) UNESCO, UNICEF UNDP, WHO) in Disability Rehabilitation Services;
- 5.3 International conventions and Policies such as UNCRPD, MDGs and SDGs;
- 5.4 Role of National Institutes (AYJNISLD, ISLRTC, NIEPID, NIEPMD, NIEPVD, NILD, NIMHR, PDUNIPPD, SVNIRTAR) in Disability Rehabilitation Services;
- 5.5 Role of Information and Communication Technology (ICT) in disability inclusive services and development programs;

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- United Nations Educational, Scientific, and Cultural Organization.(n.d.). It's about ability: An explanation of the Convention on the Rights of Persons with Disabilities. Geneva, Switzerland: UNESCO
- Watkins, S. (Ed.). (1989). INSITE model: A model of home intervention for infants, toddlers and preschool aged multihandicapped sensory impaired children. (Vols. 1 & 2). Logan: Utah State University.
- Werner, D., Alkazi, R., Mirchandani, V. (1994). Disabled Village Children, (1st Ed.). New Delhi. Voluntary Health Association of India

Semester – I: THEORY:

COURSE II
CHARACTERISTICS OF CHILDREN WITH DEVELOPMENTAL
DISABILITIES

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On completion of this course, the student teachers will be able to:

- Explain general concept of developmental disabilities
- Describe the learning characteristics of students with developmental disabilities in general.
- Narrate the learning characteristics of students with autism spectrum disorders
- Narrate the learning characteristics of students with Intellectual disabilities.
- Narrate the learning characteristics of students of students with specific learning disabilities

Course Content

Unit 1: Concept of developmental disabilities

- 1.1. Definition of developmental disabilities, developmental disorders, neurodevelopmental disorders, developmental delays - meaning and concept
- 1.2. Early symptoms of developmental disabilities and risk factors
- 1.3. Early identification and referral for intervention and support services
- 1.4. Advantages of early detection and intervention of children with developmental disabilities
- 1.5. Educational avenues for children with developmental disabilities

Unit 2: Learning characteristics of students with developmental disabilities

- 2.1. Concept and meaning of learning characteristics
- 2.2. Varied types of learners – e.g., visual learners, auditory learners, Tactile/kinesthetic Learners
- 2.3. Basic principles in identifying the learning styles for planning instructional

Programme.

- 2.4. Learning characteristics and the concept of multiple intelligences
- 2.5. Role of learning styles in evaluation of students with developmental disabilities.

Unit 3: Learning characteristics of students with ASD

- 3.1. Introduction to ASD (concept, aetiology, prevalence, incidence, historical perspective cultural perspective, myths, recent trends and updates)
- 3.2. Understanding the Spectrum of Autism (communication, interactions, thought and behaviours)
- 3.3. Neurocognitive Theories and their relevance in class room teaching
- 3.4. Sensory processing in Autism
- 3.5. Learning Characteristics and Styles across age and disabilities

Unit 4: Learning characteristics of students with ID

- 4.1 Basic understanding of intellectual disability, - definition, meaning and description, (concept, aetiology, prevalence, incidence, historical perspective cultural perspective, myths, recent trends and updates)
- 4.2 Classification of students with ID, learning environment and learning
- 4.3 Understanding strengths and needs of learners with Intellectual Disabilities
- 4.4 Learning characteristics, Cognitive process, Sequential processing of information in children with ID
- 4.5 Level of intellectual disability and its relevance to learning characteristics.

Unit 5: Learning Characteristics of Students with SLD

- 5.1. Basic understanding of specific learning disability, definition and description (concept, aetiology, prevalence, incidence, historical perspective cultural perspective, myths, recent trends and updates), dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia.
- 5.2 Attention, perception, memory, thinking characteristics, motor perception,
- 5.3 Reading related characteristics
- 5.4 Writing related characteristics
- 5.5 Math related characteristics

Suggested Readings:

- Alkazi, R. (1999). The National Trust for Welfare of Persons with Autism, CP, MR & Multiple Disabilities: Training Module.
- Attwood, T. (2008). The complete guide to Asperger Syndrome. Jessica Kingsley
- Barua M. & Daley T. (2008). Autism Spectrum Disorders. New Delhi: Aahan Publications
- Bender, W. (2008). Learning Disabilities: Characteristics, Identification, and Teaching Strategies. Pearson/Allyn and Bacon
- Barua M. & Daley T. (2008). Autism Spectrum Disorders. New Delhi: Aahan Publications.
- Dutta, S. K., & De, M (Eds) (2019). Understanding Autism: Through the Lens of parents
- Jena, S.P.K. (2013). Learning Disability: Theory to Practice. India: SAGE Publications
- Madhavan, T., & Kalyan, M. (1988). Mental Retardation – A Manual for Rehabilitation Workers, NIMH, Secunderabad.
- Narayan, J., Srinivas, N. C. (2007). Educating Children with Mental Retardation Having Autism Spectrum Disorders, NIMH, Secunderabad.
- Raj, F. (2015). Understanding Learning Difficulties. India: Cambridge English
- Rehabilitation Council of India (2008). Autism, nature & needs-Kanishka Publishers
- Rehabilitation Council of India (2013) Status of persons with disabilities 2012. J. Narayan (Ed)New Delhi: RCI
- Griffith, M. (2013). Developmental disabilities: A simple guide for service providers.
- Rawal, S. (2010). Learning Disabilities in a Nutshell: A Parent-teacher Manual for Understanding and the Management of Dyslexia, Dysgraphia, Dyscalculia and Dyspraxia. India: Health Harmony
- Rojahn, J, Mulick, J.A, Jacobson, J.W (1990). Hand book of intellectual and developmental disabilities. New York: Springer
- Thornton, C. (1990). Characteristics of persons with developmental disabilities. <https://aspe.hhs.gov/basic-report/characteristics-persons-developmental-disabilities-evidence-survey-income-and-program-participation>
- Venkatesan, S. (2004). Children with developmental disabilities. New Delhi, India: Sage Publications
- Verma, P., Panshikar, A., Gupta, Y., Eds (2019). Be the Difference: Equality and Equity in Education. S.R. Publishing House: New Delhi, India.

Suggested web readings:

<https://www.umsl.edu/divisions/optometry/PupilProject/LD.html>

<https://jan.ucc.nau.edu/~ldg/ese424/class/students/ld/characteristics.html>

<http://www.projectidealonline.org/v/specific-learning-disabilities/>

<https://otsimo.com/en/typical-characteristics-autism-spectrum-disorder/>

<https://www.cdc.gov/ncbddd/autism/signs.html>

<https://www.aboutkidshealth.ca/article?contentid=1494&language=english>

<https://www.ncbi.nlm.nih.gov/books/NBK332877/>

Semester - I

COURSE III
ASSESSMENT OF CHILDREN WITH DEVELOPMENTAL
DISABILITIES

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On completion of this course, the student teachers will be able to:

- Explain the concept of screening, assessment, testing, measurement and evaluation,
- Describe the types of assessment used in educational context, differentiate formal and informal assessment.
- Demonstrate understanding of various assessment tools used for children with developmental disabilities,
- Describe the role of special educator in assessment process,
- Describe the process of assessment of students with ASD, ID and SLD.

Course Content

Unit 1: Concept of assessment

- 1.1. Definition and meaning of screening, assessment, evaluation, testing and measurement.
- 1.2. Assessment for diagnosis and certification – intellectual assessment, achievement, aptitude and other psychological assessments.
- 1.3. Developmental assessment and educational assessment – entry level, formative and summative assessments.
- 1.4. Formal and informal assessment – concept, meaning and role in educational settings. Standardised/Norm referenced tests (NRT) and teacher made/informal Criterion referenced testing (CRT).
- 1.5. Points to consider while assessing students with developmental disabilities.

Unit 2: Role of special educator in assessment

- 2.1. Screening tools – scope and importance in educational settings and tools used
- 2.2. Formal assessments carried out by special educator - curriculum based assessments, educational evaluations, term end evaluations.
- 2.3. Informal assessment carried out by the teachers – Assessment for planning Individualised educational Programmes (IEPs), Teacher made and criterion referenced tests in different curricular domains.
- 2.4. Assessment of students who need high supports/having severe disabilities.
- 2.5. Teacher competencies and role of special education teacher in assessment in different settings.

Unit 3: Assessment of individuals with ASD

- 3.1. Screening and Diagnosis: Criteria and Tools (e.g., Diagnostic and Statistical Manual (DSM) 5, International Classification of Diseases (ICD 10). International Classification of Functioning (ICF) Checklist, Modified Checklist for Autism in Toddlers (MCHAT-R/F), Indian Scale for Assessment of Autism (ISAA), AIIMS-Modified INCLIN Diagnostic Tool for Autism Spectrum Disorder (AIIMS Modified INDT-ASD). Childhood Autism Rating Scale 2nd edition (CARS-2),
- 3.2. Assessments of Learning Styles and Strategies (Behavioural, Functional, adaptive, Educational, and vocational)
- 3.3. Differential Diagnosis
- 3.4. Assessment of associated conditions
- 3.5. Documentation of assessment, interpretation and report writing

Unit 4: Assessment of students with ID

- 4.1. Purpose and significance of assessment for students with Intellectual disability
- 4.2. Assessment tools at Pre-school level: (e.g., Upanayan, Portage Guide to early Education, and Aarambh)
- 4.3. Assessment tools at School ages: (e.g., Madras developmental Programming system- MDPS, Behavioural Assessment Scale for Indian Children (BASIC-MR), Grade Level Assessment Device for Children with Learning Problems in Schools (GLAD), and Functional Assessment checklist for Programming (FACP), FACP -PMR)

4.4. Preparation of material for assessment of various skills.

4.5. Documentation of Assessment Result, Interpretation, Report Writing.

Unit 5: Assessment of students with SLD

5.1. Assessment of perceptual, memory skills and cognitive skills and readiness skills

5.2. Assessment of attention, listening and speaking skills

5.3. Assessment of reading and writing skills

5.4. Assessment of math skills – computation and application

5.5. Assessment using various tools (e.g., First Screen, Behaviour Checklist for Screening students with SLD (BCSLD), Grade Level Assessment Device for Children with Learning Problems in Schools (GLAD), Diagnostic Test of Reading Disorders (DTRD), Diagnostic Test of Learning Disability (DTLD). Documentation of assessment, interpretation and report writing, DALI)

Suggested Readings:

Brue, A. W, Wilmshurst, L(2016). Essentials of Intellectual Disabilities, Assessment and Identification. Boston: Wiley publishers

Doyle, B. T. & Doyle, E. (2004). Autism Spectrum Disorders - From A to Z - Assessment, Diagnosis and More. New York: Future Horizons Incorporated, Future Horizons Inc.

Ekstrom, R.B. & Smith, D. (Eds.), Assessing individuals with disabilities in educational, employment, and counseling settings. *Washington, DC: American Psychological Association.*

Glasberg, Beth A. (2016). Functional Behaviour Assessment for People with Autism – Making Sense of Seemingly Senseless Behaviour- London: Woodbine House.

Hayes, A.M., Dombrowski, E., Shefcyk, A., and Bulat.J (2018). *Learning Disabilities Screening and Evaluation Guide for Low- and Middle-Income Countries*. RTI Press Publication No. OP-0052-1804. Research Triangle Park, NC: RTI Press. <https://doi.org/10.3768/rtipress.2018.op.0052.1804>

Lerner, J. W.,& Beverly.J. (2014). Learning Disabilities and Related Disabilities: Strategies for Success, New York: Cengage Learning

- Lord, C., Rutter, M., DiLavore, m. D., P. C., Risi, S., Gotham, K., Bishop, S. L., Luyster, R. J., Guthrie, W. (2012). Autism Diagnostic Observation Schedule, Second Edition (ADOS-2). CA: Western Psychological Services
- Lord, C. Rutter, M., DiLavore, m. D., P. C., Risi, S., Gotham, K., Bishop, S. L., Luyster, R. J., McComas, J. J., Hoch, H., & Mace, F. C. (2000). Functional analysis. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Conducting school-based assessments of child and adolescent behavior*. New York, NY: Guilford Press.
- Overton, T. (2011). *Assessing learners with special needs: An Applied Approach*. New Jersey: Prentice Hall
- Ozonoff, S. (2018). *Assessment of Autism Spectrum Disorder, Second Edition*. United Kingdom: Guilford Publications.

Assessment tools:

- Arya, S., Rao, L.G., Jayaram, M. & Deshpande, S.N. (2009). Indian Scale for Assessment of Autism (ISAA). National Institute for the Mentally Handicapped, Secunderabad: NIMH.
- Guthrie, W. (2012). Autism Diagnostic Observation Schedule, Second Edition (ADOS 2). CA: Western Psychological Services
- J. Krishnaswamy. (1992). The UPANAYAN early intervention programme. Madras: MNC.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Madras: Vijay Human services
- Narayan, J.Rao, S, Myreddi V (2000) Functional assessment checklist for Programming, Secunderabad: NIMH
- Narayan, J. (2008). Grade Level Assessment device for Children with Learning Problems in Schools, Secunderabad: NIMH
- Oberoi,G (2020).First screen – New Delhi: Orkids.
- Paul, R., Sharma, S. AIIMS-Modified INCLIN Diagnostic Tool for Autism
- Spectrum Disorder (AIIMS Modified INDT-ASD). <http://pedneuroaiims.org/Tools-Combined.pdf>
- Peshawaria, R. & Venkatesan, S. (1992): Behavioural Assessment Scales for Indian Children with Mental Retardation. Secunderabad: NIMH

- Partington, J. W. (2006). Assessment of Basic Language and Learning Skills, Revised (ABLLS-R). Pleasant Hill, CA: Behavior Analysts.
- Robins, D., Fein, D., Barton, M. (2009). Modified Checklist for Autism in Toddlers, revised with follow up (M-CHAT R/F). <https://mchatscreen.com/mchat-rf/>
- Schopler, E., Bourgonien, M. E. V., Wellman, G. J., Love S. R. (2010). Childhood Autism Rating Scale 2nd edition (CARS-2). Los Angeles, CA: Western Psychological Services
- Swaroop,S&Mehta, D Diagnostic tool of learning disability Mumbai: SNTD women's university
- All the tools mentioned in the course content.

PRACTICAL: Semester - I

COURSE – I (A)
ASSESSMENT OF CHILDREN WITH DEVELOPMENTAL
DISABILITIES

Total Marks: 125

Total Hours: 125

Learning Outcomes:

On completion of this course, the student teachers will be able to:

- Collect back ground information from the parent/caregiver of the student
- Collect and comprehend the assessment reports of therapeutic and psychological aspects
- Select suitable special educational assessment tools for students with ASD, ID and SLD
- Conduct educational assessment and generate comprehensive report

Task of the student trainee:

- Each student trainee will work **with three students, - one each having ASD, ID and SLD.**
- The student trainee will collect back ground information and case history in the prescribed format used in the organisation /training institute.
- S/he should interview the parents, caregiver and/or significant others to elicit information.
- S/he should consult the psychologist and therapists to collect the respective assessment information of the student being assessed and compile the information.
- S/he should select appropriate educational assessment tool for each of the students having ASD, ID and SLD and assess the student. The tools can be grade level assessment, functional assessment, current level assessment and academic assessment as the case may be. The teacher trainee should appraise the need and select the suitable tools.
- **S/he should assess the student and prepare a comprehensive report of the elicited information and conducted assessments, and submit report.**
- With ethical consideration in mind, the student trainee must ensure confidentiality of the collected data.

Note: the organisation is responsible for seeking permission from the parents and school to carry out the assessment.

Recommended tools and readings

Tools

For ASD:

- M-CHAT R/F: Robins, D., Fein, D., Barton, M. (2009). Modified Checklist for Autism in Toddlers, revised with follow up (M-CHAT R/F). <https://mchatscreen.com/mchat-rf/>
- AIIMS Modified INDT-ASD: Gulati, S. Kaushik, J. S., Chakrabarty, B., Saini, L., Sapra, S., Arora, N. K., Pandey, R. M., Sagar, R., Paul, V. K., Sharma, S. AIIMS-Modified INCLIN Diagnostic Tool for Autism Spectrum Disorder. <http://pedneuroaiims.org/Tools-Combined.pdf>
- ISAA: Arya, S., Rao, L.G., Jayaram, M. & Deshpande, S.N. (2009). Indian Scale for Assessment of Autism (ISAA). National Institute for the Mentally Handicapped, Secunderabad.
- CARS-2: Schopler, E., Bourgondien, M. E. V., Wellman, G. J., Love S. R. (2010). Childhood Autism Rating Scale 2nd edition (CARS-2). Los Angeles, CA: Western Psychological Services.

For ID:

- Madhuram Narayanan Centre for exceptional Children (1995) Upanayan Scale (Early Intervention, (MNC)
- Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (2007) Portage guide to early education (revised edition), Wisconsin: Portage project.
- Jayachandran, P.Vimala, V (1995) Madras Developmental Programming System. Madras: Vijay Human services
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J.Rao, S, Myreddi V (2000) functional assessment checklist for Programming, (FACP) Secunderabad: NIMH
- Peshawaria, R. & Venkatesan, S. (1992): Behavioural Assessment Scales for Indian Children with Mental Retardation. Secunderabad: NIMH

For SLD:

- Swarup, S& Mehta D (1995). Behaviour Checklist for Screening the Learning Disabled Mumbai:SNDT
- Narayan,J (2007) Grade Level Assessment Device for children with learning problems (GLAD), Secunderabad: NIMH,
- Swarup, S&Mehta, D, Diagnostic Test of Learning Disability Mumbai: SNDT
- Singh, N.C (2015)Dyslexia Assessment for languages of India (DALI). New Delhi
- First Screen (Oberoi, G. (2020). New Delhi: Orkids,

Suggested readings:

Brue, A. W, Wilmshurst, L(2016). Essentials of Intellectual Disabilities, Assessment and Identification. Boston: Wiley publishers

Doyle, B. T. & Doyle, E. (2004). Autism Spectrum Disorders - From A to Z - Assessment,Diagnosis and More. New York: Future Horizons Incorporated, Future Horizons Inc.

Ekstrom, R.B. & Smith, D. (Eds.), Assessing individuals with disabilities in educational, employment, and counseling settings. *Washington, DC: American Psychological Association.*

Lerner, J. W., & Beverly.J. (2014). Learning Disabilities and Related Disabilities: Strategies for Success, New York: Cengage Learning

PRACTICAL: Semester - I

COURSE – II (A)

INDIVIDUALISED EDUCATION PROGRAMME (ASD, ID, SLD)

Total Marks: 150

Total Hours: 150

On completion of this course, the student teachers will be able to

- Develop IEP based on the assessment details gathered.
- Select priority goals for teaching
- Derive specific objectives for the priority goals
- Write the IEP including the above details, teaching strategies and evaluation methods
- Implement the IEP as planned using appropriate teaching strategies and TLM
- Document progress

Task of the student Trainee:

- Based on the comprehensive educational/current level assessment data, the trainee shall select priority goals, develop an IEP for three students – one each with ASD, ID and SLD.
- Implement the IEP for a period of minimum 30 sessions (each session is minimum 60 minutes) for each student, using appropriate strategies and teaching learning material
- Monitor progress and maintain task analysis data/periodic/continuous evaluation data
- **Carry out the term end evaluation and submit report including all the details of planning, implementation and evaluation of IEP for all the three students.**

Important Note: The theory content on IEP and Teaching strategies are in Semester II in detail. Therefore, the teaching faculty has to ensure that the relevant content on IEP and teaching strategies for carrying out IEP practicals is taught to the student trainee during this practicals.

Suggested readings:

Attwood, T. (2008). The complete guide to Asperger Syndrome. UK: Jessica Kingsley

- Barua M. & Daley T. (2008). Autism Spectrum Disorders. New Delhi: Aahan Publications
- Bender, W. (2008). Learning Disabilities: Characteristics, Identification, and Teaching Strategies, Ohio: Pearson/Allyn and Bacon
- Cummings, C. (2000). Winning Strategies for Classroom Management Teaching. Book News, Inc., Portland.
- Rawal, S. (2010). Learning Disabilities in a Nutshell: A Parent-teacher Manual for Understanding and the Management of Dyslexia, Dysgraphia, Dyscalculia and Dyspraxia. India: Health Harmony
- Sutherland, R., Robertson, S., & John, P. (2008). Improving Classroom Learning with ICT. Routledge, New York.
- Turnbull, A.P. Srickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

PRACTICAL: Semester - I

COURSE – III(A)

**PREPARATION OF TLM FOR ASSESSMENT AND TEACHING &
INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Total Marks: 100

Total Hours: 100

On completion of this practical, the student teachers will be able to

- Select appropriate teaching learning material for implementing IEP and other teaching activities
- Use the technology appropriately in transacting lessons to the students

Task of the Student trainee:

- For assessment and implementation of IEP, the student trainee shall select or prepare suitable TLM, assistive devices required for assessment activity or the lesson to be taught.
- Shall access material that is available online for carrying out the teaching activity in context for part of the lessons.
- On completion of the assessment and teaching programme based on the IEP, the teacher trainee shall **submit the TLM used and also other innovative TLM if s/he has prepared.**
- **Shall provide access to the online material that was used during the assessment and teaching programme.**

Essential Readings:

- Grover, U (2004), Play, fun and learn, Secunderabad: NIMH publications
- Narayan J, Kutty, A.T.T, Jandhyala, S (1994) Towards independence series, Secunderabad: NIMH
- Shah, D.B. (1991). Educational Technology for developing teaching competency. Surat: Gavendra Prakashan,
- Sutherland, R., Robertson, S., & John, P. (2008). Improving Classroom Learning with ICT. Routledge, New York.

Suggested web readings:

<https://www.twinkl.com>

[http://www.ladyirwin.edu.in/download/2017/april-](http://www.ladyirwin.edu.in/download/2017/april-2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf)

[2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf](http://www.ladyirwin.edu.in/download/2017/april-2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf)

<https://medinclusiveducation.weebly.com/preparation-of-tlm.html>

<https://kidshealth.org/en/parents/iep.html>

<https://www2.ed.gov/parents/needs/speced/iepguide/index.html>

Semester – II: (Common course)

COURSE IV
CHILD DEVELOPMENT AND LEARNING

Total Marks: 75

Total Hours: 75

Learning outcomes:

On the completion of this course, the student-teachers will be able to:

- Describe the developmental milestones and identify variations among children.
- Explain the process of development in infancy and childhood.
- Apply the knowledge of theories and factors affecting learning.
- Transfer the knowledge of psychological processes in class while working with a child with special needs.
- Demonstrate skills of classroom managing skills and behavior problems.

Unit 1: Growth and Development

- 1.1 Definition and meaning of growth and development
- 1.2 Principles and factors affecting development
- 1.3 Nature vs. Nurture
- 1.4 Domains of development; Physical, social, emotional, cognitive, moral and language
- 1.5 Developmental milestones and identifying deviations and giftedness

Unit 2: Ages and stages of development (Birth to Childhood)

- 2.1 Prenatal (conception to birth)
- 2.2 Infancy (Birth to 2 year)
- 2.3 Toddler (2 to 4 years)
- 2.4 Early childhood (Up to 7 years)
- 2.5 Late childhood (7 to 14 years)

Unit 3: Psychology and Learning

- 3.1 Educational Psychology; relevance and scope for educators

- 3.2 Basic principles of learning given by Thorndike, Pavlov, Skinner, Bandura, Piaget and Vygotsky
- 3.3 Learning styles and types of learners
- 3.4 Socio-cultural factors affecting learning
- 3.5 Implications for children with special needs

Unit 4: Psychological processes and their Implications for Children with different Disabilities

- 4.1 Attention; concept and factors affecting attention in classroom
- 4.2 Perception; concept and factors affecting perception
- 4.3 Memory; types and strategies to enhance memory of children
- 4.4 Intelligence; definition, meaning and significance of IQ, Gardner's theory of Multiple Intelligences
- 4.5 Motivation intrinsic, extrinsic, factors affecting motivation

Unit 5: Classroom Management

- 5.1 Stimulating learning environment; physical and emotional
- 5.2 Common behaviour problems in children
- 5.3 Functional analysis of behaviour
- 5.4 Behaviour management techniques: Cognitive and behavioural
- 5.5 Modifying behaviours of children with special needs in inclusive and special classroom

Suggested readings:

- Bhan S. (2014) Understanding Learners, A Handbook for Teachers, publishers; Prasad Publications, N. Delhi, ISBN 978-93-84764-01-2
- Freeman, J., (1985). The psychology of gifted children: Perspectives on development and education. John Wiley & sons, New York.
- Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyanam Publishers.
- Sharma, P (1995) Basics on Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
- Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists,
- Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT Development and Growth of a Child. New Delhi: Reliance Publishing House.
- Sharma, R and Sharma, R (2002) Child Psychology Atlantic: New Delhi.

Mohan Mathew (1972) Child Psychology in Indian Perspective
Jan Borms (1984) Human Growth and Development
Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition)
Madison: Brown and Benchmark Publishing
Lindgren H (1988) Educational Psychology in the Classroom, Harper and Raw
Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and
Disability
Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional
Children

Semester-II

COURSE: V
CURRICULUM DEVELOPMENT

Total Marks 75

Total Hours 75

Learning Outcomes:

On completion of this course, the student teachers will be able to:

- Explain the meaning of curriculum and instruction
- Demonstrate understanding of curricular strategies
- Develop curricular content based on the student assessment report.
- Adapt curricular content to meet the unique needs of the student.
- Develop/adapt curriculum for student with ASD. ID and SLD

Unit 1: Definition, Meaning and Approaches to Curriculum Development

- 1.1. Curriculum – definition, meaning and concept
- 1.2. Principles of curriculum development
- 1.3. Types of curricula – developmental, functional, ecological and eclectic
- 1.4. Approaches to curriculum transaction – child centered, activity centered, holistic
- 1.5. Points to consider for developing curriculum for students with diverse learning needs.

Unit 2: Models of Curriculum in Special and Inclusive Education

- 2.1. Models of curriculum and their application to varied educational settings, Role of technology in curriculum development
- 2.2. Role of teacher in curriculum development
- 2.3. Curricular adaptation to meet the educational needs in different settings – special schools, home based settings, inclusive schools, home learning context such as during pandemics and other disasters.
- 2.4. Curriculum development for students with high support needs.
- 2.5. Planning curriculum based on the student's profile and assessment.

Unit 3: Curriculum Development for individuals with ASD

- 3.1. Perspective Taking and Executive Functioning
- 3.2. Social, Communication skills, Interactions and Emotional Regulation
- 3.3. Self-care, personal hygiene and independent living.
- 3.4. Academics, - literacy and numeracy skills, pre-vocational preparation
- 3.5. Self-advocacy, Community Participation, Civil Rights, Leisure and Recreation

Unit 4: Curriculum for students with ID

- 4.1. Curriculum Designing for Students with Intellectual Disability
- 4.2. Personal, social, functional academic and occupational, recreational skills
- 4.3. Curriculum development for pre-primary, primary and secondary levels
- 4.4. Curricular adaptation -accommodation, modification for inclusive settings
- 4.5. Curriculum evaluation process.

Unit 5: Curriculum for students with SLD

- 5.1 Learning outcomes at elementary stage adapting curriculum to the needs of students with SLD
- 5.2. Teaching models – concept attainment model, direct instruction, role playing
- 5.3 Instructional planning – steps
- 5.4. Pyramid plan
- 5.5 Curriculum adaptation

Suggested Readings:

- Baine, D. (2017). Developing community-referenced curricula for marginalized communities, Alberta. Canada: Vector International
- Berkowitz, S. (2018). Make the Connection: A Practical Guide to Parents and Practitioners for Teaching the Nonverbal Child to Communicate - with AAC. Herding Cats Press.
- Craven, R.G., Alexandra J.S., Tracey, M.D. (2015): Inclusive Education for Students with Intellectual Disabilities.
- Eredics,N, (2018) Inclusion in Action: Practical Strategies to modify Curriculum. New York: Paul. H. Brookes Publishing Company.

- Freeman, S. K., Dake, L. (1997). Teach Me Language: A Language Manual for Children with Autism, Asperger's Syndrome and Related Developmental Disorders. United States: SKF Books.
- Martin, N., Hacker., B.J., Attermeier, S.M., (2004). The Carolina Curriculum for Preschoolers with Special Needs, Baltimore: Paul.H. Brookes
- Myles, B.S., Trautman, M.L., Schelvan, R.L. (2004). The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations. AAPI, USA
- NCERT (2020). Guidelines for Development of E Content for Children with Disabilities; Developed by subcommittee of experts constituted by the Ministry of Education; Government of India: New Delhi, India.
- Sennott S. & Loman S. (2015). Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders. Portland State University Library. USA.
<https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualized-curriculum-and-instructional-design-curriculum-and-instruction-for-students-with-developmental-disabilities-autism-spectrum-disorders>
- Smith D.D. (2002) Introduction to Special Education: Teaching in an age of challenge, Boston, Allyn & Bacon
- Tomlinson., (2014): The Differentiated classroom: Responding the needs of all learners. Alexandria, VA: ASCD
- Wehmeyer, M.L, Brown, I., Percy, M., Shogren, K.A., Fung, W.L.A. (2007). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes.
- Wyse, D., Hayward.L., Pandya, J., (2015): Handbook of Curriculum, Pedagogy and Assessment. London: Sage Publication

Semester-II

COURSE: VI

TEACHING APPROACHES AND STRATEGIES

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On completion of this course, the student teacher will be able to:

- Explain the principles of teaching
- Explain the various teaching strategies for teaching children with developmental disabilities
- Describe the steps involved in developing and implementing IEP
- Select appropriate teaching strategies and teaching learning material (TLM) to transact the curriculum content after identifying the learner needs
- Demonstrate competency in using the suitable teaching techniques for different educational settings for students with ASD, ID and SLD

Course Content

Unit 1: Teaching principles and techniques

- 1.1. Stages of learning – Acquisition, maintenance, fluency and generalization
- 1.2. Principles of teaching – concrete, iconic/representational, symbolic
- 1.3 Teaching methods – e.g., multisensory, play way, Montessori, Project, Teaching strategies – Principles of reinforcement, task analysis, prompting, fading, shaping chaining
- 1.4. Selection and use of TLM, and Information and communication technology (ICT) for teaching.
- 1.5. Evaluation – continuous and comprehensive evaluation, progress monitoring and documentation.

Unit 2: Individualised Educational Programme and teaching strategies

- 2.1. Concept, components of Individualised Educational Programme (IEP) and Individualised family support programme (IFSP)
- 2.2. Developing IEP for homebased teaching programme, special school setting and inclusive school setting. Teaching strategies for group teaching in special schools, individual, small group and large group instruction
- 2.3. Class room management - team teaching, shadow teaching, peer tutoring and cooperative learning, use of positive behavioural intervention strategies (PBIS)
- 2.4. Teaching strategies for individual with high support needs.
- 2.5. Teaching strategies for teaching in inclusive schools - Universal design for learning and differentiated instruction.

Unit 3: Teaching strategies for individuals with ASD

- 3.1. Structure and Visual Support (TEACCH, Structured Teaching)
- 3.2. Behavioural Strategies and Approaches (e.g., Applied Behaviour Analysis (ABA), Verbal Behaviour Analysis (VBA), Cognitive Behaviour Therapy (CBT), Reinforcement
- 3.4. Social Strategies and Approaches (e.g., social stories, Comic strips, Peer-Mediated Programs)
- 3.5. Strategies and Approaches (e.g., Learning Experiences and Alternate Program for Preschoolers and their Parents (LEAP), Early Start Denver Model (ESDM), The Joint Attention, Symbolic Play, Engagement & Regulation (JASPER), Floortime)
- 3.5. Consideration for Learning and Teaching Methods in ASD

Unit 4: Teaching strategies for students with ID

- 4.1. Teaching strategies for developing personal and social skills in students with ID including mild to severe levels of ID, and individuals with high support needs
- 4.2. Strategies for teaching functional academics. Methods of curricular content and process adaptations for students with intellectual disabilities
- 4.3. Management of challenging behaviours – functional assessment (antecedent, behaviour, consequence), intervention strategies – Token economy, Contingency contracting, Response cost, over correction, restitution and Differential Reinforcement and other behavioural strategies.

4.4. Group Teaching at various levels – pre-primary, primary levels, development and use of TLM and ICT for ID

4.5. Various types of Evaluation: Entry level, Formative and Summative, Continuous and Comprehensive Evaluation (CCE) in the Indian educational system

Unit 5: Teaching strategies for students with SLD

5.1 Strategies for teaching reading and comprehension: Multisensory teaching (e.g., Orton - Gillingham method, Fernald method), spelling rules, error analysis

5.2. Strategies for teaching handwriting (adaptations), spelling (phonics and spelling rules) and written expression (grammar, ideation, language usage)

5.3. Strategies for teaching math (number facts, computation, application)

5.4. Strategies to develop Metacognition

5.5. Peer-tutoring, co-operative learning, Co-teaching strategies

Suggested Readings:

Anderson, S. R., Jablonski, A. L., Thomeer, M. L., & Knapp, V. M. (2007). Self-help Skills for People with Autism: A Systematic Teaching Approach. United States: Woodbine House.

Barua M. & Daley T. (2008). Autism Spectrum Disorders. New Delhi: Aahan Publications.
http://www.autism-india.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf

Bender, W. (2008). Learning Disabilities: Characteristics, Identification, and Teaching Strategies. Pearson/Allyn and Bacon

Carley, M. J. (2008). Asperger's From the Inside Out: A Supportive and Practical Guide for Anyone with Asperger's Syndrome. United States: Penguin Publishing Group

Cummings, C. (2000). Winning Strategies for Classroom Management Teaching. Portland: Book News, Inc.,

Frost, L. A. & Bondy, A. S. (2002). The Picture Exchange Communication System Training Manual. Cherry Hill, NJ: Pyramid Educational Consultants, Inc.

Jena, S.P.K. (2013). Learning Disability: Theory to Practice. India: SAGE Publications

Mesibov, G. B., Shea, V., Schopler, E. (2010). The TEACCH Approach to Autism Spectrum Disorders. Springer, USA

- Myredden, V, Narayan, J (1998). Functional Academics for students with mental retardation – A guide for teachers, NIMH, Secunderabad
- Narayan, J. et al (2003) Educating children with learning problems in Primary schools. Secunderabad: NIMH
- National Council of Educational Research and Training (2019). Including Children with Autism in Primary Classrooms: A Teachers Handbook. Delhi, NCERT. https://ncert.nic.in/pdf/publication/otherpublications/Including_Children_with_Autism_in_Primary_Classrooms.pdf
- Prater. M.A. (2016): Teaching students with high Incidence Disabilities: Strategies for Diverse Classroom. Sage Publication
- RCI (2013). Status of persons with disabilities in India 2012. New Delhi, India: Rehabilitation Council of India
- Rutgers, M.B., Provost M.C (2012). Strategies for teaching students with Disabilities in Inclusive Classroom: A Case method Approach. New York,: Pearson
- Sarva Shiksha Abhiyan (2013). Module on Training of Resource Teachers for Autism Spectrum Disorders. SSA. <http://14.139.60.153/bitstream/123456789/1585/1/Training%20Module%20on%20Autism%20Spectrum%20Disorders.pdf>
- Wehanger, M.L., Agran, M. (2005): Mental retardation and Intellectual disabilities: teaching using innovative and research-based strategies, part-4, Pearson Custom Publishing/ Pearson Merrill Prentice Hall,

Suggested web readings:

- https://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html
- <https://wac.colostate.edu/resources/teaching/guides/ld/>
- <https://files.eric.ed.gov/fulltext/ED491496.pdf>
- <https://blog.stageslearning.com/blog/10-tips-for-teaching-young-children-with-autism-spectrum-disorder>

PRACTICAL: Semester - II

COURSE – I (B).

**GROUP TEACHING IN SPECIAL SCHOOLS - (ASD, ID) AND
REMEDIAL SETTING (SLD)**

Total Marks: 150

Total Hours: 150

Learning Outcomes:

On completion of this practical, the student teacher will be able to:

- Assess the current level of functioning of each student in the given curricular domain
- Plan lesson for the group, on a specific topic, keeping in mind the level of functioning of each student in curricular and co-curricular areas, (blending cocurricular areas where possible, into teaching a concept.)
- Organise suitably the group activity that all students can perform, and modify for those who need a modification
- Organise suitable TLM and/or ICT support for the lesson.
- Teach the lesson and evaluate the achievement among the students

Task of the student trainee:

- The student trainee will work with groups of students with ASD, ID and SLD, executing at least 8 lessons with each group, that is, a minimum of 24 lessons.
- The trainee will work on curricular areas with different class groups of students so as to have experience with all severity levels and types. It is desirable to have exposure to students with the associated conditions and /or additional disabilities which would give an opportunity to the student trainee to work with a range of challenges in the students.
- The trainee can select co-curricular areas to blend into teaching concepts leading towards holistic learning
- The lesson plans should be written in the prescribed format given by the training institute and the written lessons corrected and approved by the course supervisor before carrying out the lesson.

- After the class, self-evaluation, peer evaluation and the teacher's evaluation are to be carried out.
- **The student trainee should submit all the corrected lesson plans, evaluations and the TLM used and details of web access/ICT on completion of the practicals**

The trainee may consult the special teacher (in that special school) of the group of students for which a lesson is to be planned.

Each lesson plan is to be submitted before implementation for approval. The trainee will not be allowed to conduct the instruction class unless the lesson plan is approved by the master trainer

Note: Besides classrooms practice teaching, each trainee has to observe the teaching of the special educator for 10 lessons and submit a report of observation

Suggested Readings:

Frost, L. A. & Bondy, A. S. (2002). The Picture Exchange Communication System Training Manual. Cherry Hill, NJ: Pyramid Educational Consultants, Inc.

Mesibov, G. B., Shea, V., Schopler, E. (2010). The TEACCH Approach to Autism Spectrum Disorders. Springer, USA

Bender, W. (2008). Learning Disabilities: Characteristics, Identification, and Teaching Strategies. Pearson/Allyn and Bacon

Myreddi, V, Narayan, J (1998). Functional Academics for students with mental retardation – A guide for teachers, NIMH, Secunderabad

Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company.

Narayan, J. et al (2003) Education of students with learning problems in Primary schools. Secunderabad: NIMH

<http://www.autism->

[india.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf](http://www.autism-india.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf)

PRACTICAL: Semester - II

COURSE– II (B) –

GROUP TEACHING – RESOURCE ROOM SETTING – ASD, ID, SLD

Total Marks: 150

Total Hours: 150

Learning Outcomes:

On completion of this practical, the student teachers will be able to:

- Organise resource rooms for students with ASD, ID and SLD
- Will equip the resource room with the required assessment, teaching and learning material and technological support as required
- Will coordinate with the class teacher in terms of the difficulty of the student in learning and design remedial lessons for the same for a group of students with learning needs (ASD, SLD, ID)
- Execute the remedial programmes and maintain documents related to the remedial programmes
- Continue to work with the regular teacher

Task of the Student trainee:

- The student trainee will work with the groups of students having ASD, ID and SLD in resource room setting. Each group will have a minimum of 5 students with a specific disability, (ASD, SLD, ID).
- A total of 24 lessons are to be taught each disability group having a minimum of 8 lessons.
- The lessons must be corrected and approved by the supervisor
- The student trainee is responsible for collecting back ground details form the regular class teacher, learning profile and the learning problem the student is facing
- The student trainee should conduct the educational assessment, identify the areas to be supported and plan lessons in line with the needs expressed by the class teacher.
- Execute the lessons and share the details with that class teacher.

- The student trainee will develop worksheets and other TLMs suitably, use technology and also equip the resource room with additional material
- Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the programme
- **On completion of the teaching lessons, the trainee will submit the record of the work done with each group in detail along with the TLM**

Suggested Readings:

- Bender, W. (2008). Learning Disabilities: Characteristics, Identification, and Teaching Strategies. Pearson/Allyn and Bacon
- Martin, L. C. [2009]. Strategies for Teaching Students with Learning Disabilities: Corwin Press
- Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.
- Mesibov, G. B., Shea, V., Schopler, E. (2010). The TEACCH Approach to Autism Spectrum Disorders. Springer, USA
- Myreddi, V, Narayan, J (1998). Functional Academics for students with mental retardation – A guide for teachers, NIMH, Secunderabad
- Narayan, J et al (2003) Education of students with learning problems in Primary schools. Secunderabad: NIMH
- Rao, S., Narayan, J (2001). Aarambh package for school readiness of student with disabilities. Secunderabad: NIMH
- Sarva Shiksha Abhiyan (2013). Module on Training of Resource Teachers for Autism Spectrum Disorders. SSA.
<http://14.139.60.153/bitstream/123456789/1585/1/Training%20Module%20on%20Autism%20pectrum%20Disorders.pdf>

PRACTICAL: Semester - II

**COURSE– III (B) –
INCORPORATION OF TECHNOLOGY AND TLM IN DIFFERENT
SETTINGS**

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On completion of this practical, the student teachers will be able to:

- Select technological support – both hardware and software to suit the needs of the learners
- Develop lessons using technology that can be used for group teaching
- Select suitable no tech, low tech and high tech TLM for the lessons that s/he plans to teach the student in Group teaching settings and resource room settings

Tasks of the student trainee:

- In the group teaching in special and resource teaching setting during this semester, the student trainee should select appropriate technological support based the learner need and the lessons chosen to be taught.
- The trainee may develop e content for some of the lessons and use for teaching the lesson.
- **While submitting the report of the practicals the trainee should submit a separate report of the technology and TLM used during the lessons and submit the TLM/hardware and link to the software.**

Suggested readings:

- Bondy, A., Frost, L. (2012). A Picture's Worth: PECS and Other Visual Communication Strategies in Autism. Bethesda, MD: Woodbine House.
- Boser, K.I., Goodwin, M.S., & Wayland, S.C. (2013). Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning. Brookes Publishing.
- Cormier, C., & Natale, N. (2014). Assistive Technology Guide to Maximize Learning for Children with Autism. Create Space Independent Publishing Platform. UK.

Boot, F.H. Louw, J.S, Kuo, H.J andChen, R. (2019): Intellectual disability and Assistive Technology. *Frontiers in Public Health*.

Giulio E. Lancioni, & Nirbhay, N. Singh (2014): *Assistive Technologies for People with Diverse Abilities*. Springer.

Lancioni, G.I., Sigafos, J. o'Reilly, M.F., Singh, N.N (2012): *Assistive Technology: Intervention for Individuals with Severe/ Profound and Multiple Disabilities*. Springer.

Green, J (2011).*The Ultimate Guide to Assistive Technology in Special Education*. New York: Prufrock Press

Suggested web readings:

<https://www.twinkl.com>

<http://www.ladyirwin.edu.in/download/2017/april-2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf>

Semester – III (Common course)

COURSE VII
EDUCATION IN EMERGING INDIAN SOCIETY AND SCHOOL
ADMINISTRATION

Total Marks: 75

Total Hours: 75

Learning out comes:

On the completion of this Course, the teacher trainees will be able to:

- Define Education, describe functions of Education and aims of Education;
- Describe relationship between Education and Philosophy;
- Appreciate the role of various agencies in educational development of children—both non-disabled and disabled;
- Narrate various education commissions and policies of education;
- Describe the importance of School administration and documentation

Course Content:

Unit 1: Nature of Education:

- 1.1. Meaning and definition of education;
- 1.2. Aims of Education: character building, education as means of livelihood, for social efficiency social aim, cultural development and transmission;
- 1.3. Education in 21st century in India;
- 1.4. Formal, Informal and Non-Formal Education;
- 1.5. Functions of Education—Nation Building, National Integration, Social Integration
Bringing about peace and harmony in the society and inculcating values and ethos;

Unit 2: Philosophical Foundations of Education

- 2.1. Meaning and definition of philosophy, Relationship of philosophy with educational practices;

- 2.2. Different Educational philosophies—Idealism, Naturalism Pragmatism and Humanism—an overview;
- 2.3. Prominent Educational Philosophers— John Dewey, Kilpatrick, Rousseau, —their principles and aims of education;
- 2.4. Indian Educational Philosophers— Gandhi, Aurobindo, Rabindra Nath Tagore and Vivekanand—their principles and aims of education;
- 2.5. Teacher and the learner: ancient ideals of a teacher, teacher in modern education; roles, functions and traits of a teacher;

Unit 3: Agencies of Education

- 3.1. Different agencies of education: Formal, Informal and Non-formal;
- 3.2. Modes of Education: Regular, Open, Distance & Online, Blended learning;
- 3.3. Regular School, Inclusive School and Special School, Home Education, Home-based Program, Family Community and Mass Media;
- 3.4. Roles of Governmental Organizations—NCERT, SCERT, NCTE, UGC, Ministry of Education;
- 3.5. Roles of various national and international Non-Governmental Organizations (NGOs) in promoting of educational opportunities for children with disabilities;

Unit 4: Educational Provisions in India

- 4.1. Indian constitutional and education: Directive Principles, Fundamental Rights and Duties, Constitutional Provisions on Education;
- 4.2. Acts and Provisions: Free and compulsory education as fundamental rights (article 21A of 2002) and RTE Act 2009 and Amendments; Educational provisions enshrined in RPWD Act, 2016;
- 4.3. Various Education Commissions since Independence: The University Education Commission (1948-49), the Secondary Education Commission 1952 -53, Kothari Commission report 1964- 66;
- 4.4. National Education Policy 1986, Plan of Action 1992 and National Education Policy 2020;
- 4.5. Equality of opportunity in educational institution and inclusive education at different levels: elementary, secondary and higher education;

Unit 5: School Administration:

- 5.1. Meaning, definition and principles of School Administration and School Organization;
- 5.2. Organization of Special School and Inclusive School;
- 5.3. Code and conduct of teacher, duties and responsibilities of the head of school;
- 5.4. Annual school plan and Preparation of time-table, Continuous and Comprehensive Evaluation (CCE);
- 5.5. Maintenance of school-record--progress report, cumulative record, case histories;

Suggested Readings:

- Bhatia K. and Bhatia B.D. (1994). Theory and Principles of Education. Doaba House
- Chandra, S.S. (2003) Indian Education Development, Problems, Issues and Trends, Meerut: R. Lal Book Depot.
- Dash B. N. (1993). Teacher and Education in the Emerging Indian Society, Dominant Publishers and Distributors
- Dash, M & Dash, N. (2017). School Management. New Delhi. Atlantic Publishers and Distributors Pvt Ltd; 1st edition.
- Ghosh, Sunanda & Mohan, Radha (2015). Education in Emerging Indian Society: The Challenges and Issues. New Delhi, PHI Learning Private Limited.
- Kochhar S.K. (2011). School Administration and Management. New Delhi, Sterling Publications Pvt Ltd,
- NCERT. Teacher and Education in Emerging Indian Society
- Pearson series in Education (2012). Teacher in Emerging Indian Society. New Delhi, Pearson Education India.
- R.P. Pathak (2013). Bhartiya Samaj men Shiksha. New Delhi, Pearson Education India.
- Samuel, R. S. (2015). Education in Emerging India. New Delhi, PHI Learning Private Limited.
- Saxena, N.R.S., Gupta, M. (2020). Philosophical Foundations of Education, R. Lall Publishers
- Taneja. V. R (1990). Educational Thoughts and Practices. Sterling Publishers, New Delhi

Semester - III

COURSE – VIII:

METHODS OF TEACHING IN ELEMENTARY SCHOOL

Total Hours: 75

Total Marks: 75

Learning Outcomes:

On completion of this course the student teachers will be able to:

- Demonstrate competencies teaching different subjects in regular elementary schools
- Explain the role of Science, Mathematics, Social Science and Language in day-to-day life and relevance to modern society.
- Demonstrate understanding the importance of teaching materials and technology in teaching learning process of different subjects.
- Explain the aims, methods and teaching techniques that can be used to facilitate learning for children with ASD, ID, SLD in regular schools
- Explain the various aspects of planning and evaluation in the teaching of subjects and language.

Course Content

Unit 1: Methods of teaching

- 1.1. Teaching learning environment – the transaction of content from teacher to the learner – the role of teacher.
- 1.2. the concept of Micro teaching and Macro teaching and its relevance to regular school teaching learning environment
- 1.3. Approach and methods of teaching - context, differences and importance
- 1.4. Teaching in regular elementary schools - Establishing a positive classroom climate to enable teaching and learning, use of TLM and technology, importance of Activity based learning (ABL) and Continuous and comprehensive evaluation (CCE).
- 1.5. Different teaching methodology of subject areas in inclusive schools – teaching in regular schools where children with ASD, SLD, ID are included. Use of UDL to teach in regular elementary class.

Unit 2: Teaching Social and Environmental Science

- 2.1. Aims, objectives and importance of teaching Social and environmental Science
- 2.2. Curricular transaction of Social and environmental Science at elementary level.
- 2.3. Different Approaches and techniques of teaching Social and environmental Science
- 2.4. Application of technology in teaching in regular elementary school curriculum
- 2.5. Adaptations in Social and environmental Science for children with ASD, ID &SLD.

Unit 3: Teaching Mathematics

- 3.1. Role and Importance of teaching Mathematics, in day-to-day living.
- 3.2. Different approaches and techniques of teaching Mathematics.
- 3.3. Teaching math skills in elementary schools ranging from basic premath and number concepts and computation and applications at elementary school level using various techniques.
- 3.4. Application of technology in teaching math in regular elementary schools
- 3.5. Application of math concepts at elementary level for students with ASD, ID ad SLD.

Unit 4: Teaching English

- 4.1. Need and importance of including the teaching learning of English in school curriculum.
- 4.2. Teaching English in the elementary classes based on the prescribed curriculum
- 4.3. Approaches and techniques of teaching English, use of appropriate TLM.
- 4.4. Use of technology in teaching English at elementary level
- 4.5. Teaching English in inclusive class – adaptations for children with ASD, ID &SLD

Unit 5: Teaching of Regional Language

- 5.1. Role and importance of teaching regional language in daily life.
- 5.2. Approaches and techniques of teaching regional Language based on the prescribed curriculum of elementary classes.
- 5.3. Study skills and reference skills
- 5.4. Language games in teaching language especially with vocabulary and grammar, appropriate use of TLM and technology
- 5.5. Facilitating learning regional Language for children with ASD, SLD and ID

Suggested Readings:

- Aggarwal, J.C. (1992). Development and planning of Modern Education. New Delhi
- Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT
Anmol Publication Pvt. Ltd.
- Biswas, A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
- Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani
Publication.
- Kochhar, S.K. (2001). Teaching of Social Studies. New Delhi: Sterling Publications.
- Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub.
- Kumar, Sudhir and Ratan, P.N. (2003). Teaching of Mathematics. New Delhi:
- Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
- Rose, R. Confronting obstacles to inclusion: International responses to developing inclusive
education. London, UK: Routledge.
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

Suggested websites:

- English Language skills – www.bchmsg.yolasite.com.skills
- Micro Lesson - www.edusys.co.blog.microlesson
- Teaching of Mathematics and Science in English – www.researchgate.net.science
- Teaching of Mathematics NCERT – ncert.nic.in.math.pdf
- Top 10 Language Learning games – Dr. Moku – dmoku.com

Semester-III

**Course – IX –
THERAPEUTICS**

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On completion of this course, the student teacher will be able to:

- Demonstrate basic understanding of the therapies required for students with ASD, ID and SLD
- Demonstrate competencies in working in coordination with the therapists
- Design and incorporate therapeutic activities wherever appropriate in class room activities
- Incorporate recreational therapy in classroom activity and co-curricular activity
- Coordinate with clinical therapists (PT, OT, ST and Psychologist) in implementing therapeutic activity.

Course content

Unit 1: Concept and understanding of clinical therapies

- 1.1. Definition, need and importance of therapies for children with developmental disabilities
- 1.2. Behavioural therapy- management of problem behaviours, cognitive behavioural therapy, (CBT), Positive behavioural intervention supports (PBIS).
- 1.3. Occupational therapy – definition, aim, scope and techniques in class room setting.
- 1.4. Physio therapy - definition, aim, scope and techniques in class room setting.
- 1.5. Speech therapy - definition, aim, scope and techniques in class room setting.

Unit 2: Concept and understanding of recreational therapies

- 2.1. Need and importance of recreational therapies for children with developmental Disabilities
- 2.2. Types of recreational therapies and their importance from the teacher's perspective
- 2.3. Yoga therapy – aim, scope and role in education of children with developmental Disabilities, therapeutic yoga

- 2.4. Play therapy - aim, scope and importance for children with developmental Disabilities, special Olympics, international and Indian scenario
- 2.5. Music and performing arts – aim, scope and importance for children with developmental disabilities.

Unit 3: Therapies for Individuals with Autism Spectrum Disorders

- 3.1. Development of Speech, language and communication: Implications for across the spectrum of ASD
- 3.2. Alternative & Augmentative Communication (AAC) systems, communication aids & devices:
- 3.3. Sensory processing and development of motor skills in ASD
- 3.4. Developing Interpersonal Skills. Behaviour regulation & role of counselling for persons with ASD
- 3.5. Therapeutic recreation for students with ASD.

Unit 4: Therapeutic Intervention for Children with ID

- 4.1. Management of problem behaviours in students with intellectual disabilities
- 4.2. Relevance, role and techniques of physiotherapy for students with ID
- 4.3. Role and techniques of occupational therapy and sensory integration for students with ID
- 4.4. Techniques & strategies for Speech & Language intervention to students with Intellectual disability.
- 4.5 Recreational Therapy for students with Intellectual Disability: Yoga, Music, Play & Movement therapy

Unit 5: Therapies for students with Specific Learning Disabilities

- 5.1. Occupational therapy: Need, assessment, scope, nature of intervention
- 5.2. Behaviour therapy: Need, assessment, scope, nature of intervention
- 5.3 Language therapy: Need, assessment, scope, nature of intervention
- 5.4. Behavioural interventions: Positive behavioural intervention support (PBIS).
- 5.5. Therapeutic recreation: Need, assessment, scope, nature of intervention

Suggested Readings:

Boxill, H., Chase, K.M. (2007). Music therapy for developmental disabilities. California: Pro Ed

- Bienkowska,I., (2019). Sensory Integration: Development disorder and Treatment.
- Carroll, J.M (2020). Art Therapy and Individuals with Developmental Disabilities, London:
Jessica Kingsley Publishers
- Schaefer, C.E. Cangelosi,D.M. (2002). Play Therapy Techniques.
- Connolly, B. Montgomery, P (2005) Therapeutic Exercise in Developmental Disabilities. New
Jersey: Slack Inc.
- Crenshaw, D.A, Stewart, A.L. (2014). Play therapy_ A comprehensive Guide to theory and
Practice, New York: The Guilford Press
- Jackman H.I. (1999): Sing Me a Story. California: Crown Press, Inc.
- Jayachandran, P (1988). Teaching Yogacaras to mentally retarded persons, Madras: Vijay
Human services
- Kranowitz, C. S. & Newman J. (2010). Growing an In-Sync Child: Simple, Fun Activities to
Help Every Child Develop, Learn and Grow. Penguin, USA.
- Nordoff,P., Robbins.C., (2006). Music Therapy in Special Education.
<https://files.eric.ed.gov/fulltext/EJ914615.pdf>
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally retarded
children. A Manual for teachers. Secunderabad: National Institute for the Mentally
Handicapped
- Rao, T.A.S. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons,
NIMH, Secunderabad
- Schopler, E. & Mesibov, G. B. (2013). Behavioural Issues in Autism. Springer, USA
- Special Olympics resources - <https://resources.specialolympics.org/health/funfitness>

PRACTICAL: Semester - III

COURSE – I (C)

TEACHING IN REGULAR/INCLUSIVE SCHOOL -ALL SUBJECTS

Total Marks: 150

Total Hours: 150

Learning Outcomes:

On completion of this practical, the student teacher will be able to:

- Prepare lessons to teach in regular primary schools for the primary classes in all subjects
- Will teach all students in the class
- Will adapt lesson to meet the need of the student with diverse learning need in the class – ASD, ID, SLD
- Will use suitable teaching learning material including technological support

Task of the student teacher:

- The teacher trainee will plan and conduct lessons in regular elementary class/ inclusive schools in all subjects
- The teacher trainee must teach at least 8 lessons in each subject namely, English, math, language and environmental sciences in different classes (8 lessons X 4 subjects =32 lessons).
- In addition, the student trainee must organise 10 lessons in at least three co-curricular activities.
- Should use the appropriate TLM and technological supports
- Every lesson must be implemented only after the written approval of the supervisor/designated authority.
- **On completion of teaching, a report on the teaching experience, the strength in his/her teaching and the lessons learnt for better performance must be prepared and submitted along with the lesson plan log and the TLM used and technology links**

Suggested Readings:

- Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- Julka, A, (2014). Including children with special needs, Primary stage, New Delhi: NCERT
<https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>
- Sharma,P and Singh, R. (2007) Gearing up for inclusive Education, New Delhi: SCERT.
<http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>
- Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.
- NCERT (2012). Teaching English at Primary level.
https://ncert.nic.in/del/pdf/English_Primary_level.pdf
- Sarva Shiksha Abhiyan (2013). Module on Training of Resource Teachers for Autism Spectrum Disorders. SSA.
<http://14.139.60.153/bitstream/123456789/1585/1/Training%20Module%20on%20Autism%20Spectrum%20Disorders.pdf>

PRACTICAL: Semester - III

COURSE– II (C)

THERAPEUTICS AND BEHAVIOURAL SUPPORT

Total Marks: 150

Total Hours: 150

Learning Outcomes:

On completion of this practical, the student teachers will be able to:

- Assess the student for the supports required in terms of therapies and behavioural aspects and refer to support
- Work along with the therapists and psychologist to develop class room activities that would facilitate the positive behavioural intervention supports (PBIS)
- Will plan for music and art therapies, yoga and other relevant therapies with the support of the respective expert
- Implement the planned activities in class room and school activities

Tasks of the student trainee:

- The trainee should assess at least 4 students each for physio therapy, occupational therapy and speech therapy and behavioural support
- Incorporate art, music and yoga therapy in the teaching contexts
- Develop the activity plans and implement in individual and group situations with students with ASD, ID and SLD.
- **The trainee shall develop the report of the programme carried out and submit report with a self-evaluation**

Suggested readings:

Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.

Connolly, B. Montgomery,P (2005)Therapeutic Exercise in Developmental Disabilities. New Jersey: Slack Inc.

Jackman H.I. (1999): Sing Me a Story. California: Crown Press , Inc.

- Jayachandran, P (1988). Teaching Yogasanas to mentally retarded persons, Madras: Vijay Human services
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally retarded children. A Manual for teachers. Secunderabad: National Institute for the Mentally Handicapped
- Rickson, D.J, Mc Ferron, J (2007). Music Therapy in Special Education. <https://files.eric.ed.gov/fulltext/EJ914615.pdf>
- Subba Rao, T.A. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons , NIMH, Secunderabad.
- Shesrborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.

PRACTICAL: Semester - III

Course– III (C)

DEVELOPMENT OF TEACHING LEARNING MATERIALS USING ICT

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On completion of this practical, the student teacher will be able to:

- Differentiate educational technology and technology in education
- Define ICT and its use with example
- Demonstrate competency in basic operation of computer application
- Use the technology to develop worksheets and other teaching supports

Task of the student trainee:

- The trainee will choose areas (three different subjects of the primary school curriculum) and develop content for teaching students in an inclusive class groups having students with ASD, ID and SLD for whom it is prepared
- Using UDL principles the trainee will develop one lesson each based on e learning principles
- Teach the selected inclusive class group using the UDL principles

Submit report of the teaching and evaluation

Suggested readings:

- Boser, K.I., Goodwin, M.S., & Wayland, S.C. (2013). Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning. Brookes Publishing.
- Cormier, C., & Natale, N. (2014). Assistive Technology Guide to Maximize Learning for Children with Autism. Create Space Independent Publishing Platform. UK.
- Lancioni, G.E & Singh, N.N., (2014): Assistive Technologies for People with Diverse Abilities. N.Y: Springer.

Lancioni, G.E., Sigafos, J., O'Reilly M.F., Singh, N.N. (2012) : Assistive Technology : Intervention for Individuals with Severe/ Profound and Multiple Disabilities. N.Y: Springer.

Green, J (2011). The Ultimate Guide to Assistive Technology in Special Education. New York: Prufrock Press

Suggested web readings:

<https://www.twinkl.com>

<http://www.ladyirwin.edu.in/download/2017/april->

[2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf](http://www.ladyirwin.edu.in/download/2017/april-2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf)

Semester-IV (Common Course)

**COURSE X
INCLUSIVE EDUCATION**

Total Marks: 75

Total Hours: 75

Learning Objectives:

On completion of this course, the student-teachers will be able to:

- Describe importance of diversity
- Explain the concept of inclusive education
- Describe various supports needed for inclusive education
- Explain the curricular strategies for inclusive education
- Enumerate the curricular strategies for inclusive education
- Explain the role of agencies for collaborating for inclusion

Unit I: Diversity and Inclusivity

- 1.1 Meaning and concept of diversity
- 1.2 Learner diversity
- 1.3 Disability as a human diversity
- 1.4 Diversity for sustainability
- 1.5 Strength of diversity for inclusivity

Unit II: Concept and Meaning of Inclusive Education:

- 2.1 Meaning and defining inclusion
- 2.2 Principles of inclusion
- 2.3 Integration vs. Inclusive education
- 2.4 Barriers and facilitators of inclusive education
- 2.5 Framework, Acts, Policy provisions for inclusive education

Unit III: Creating supports for inclusive education

- 3.1 Early identification and intervention for inclusion
- 3.2 Foundational literacy for inclusive education
- 3.3 Empowering families for inclusion

3.4 Sensitizing stakeholders and schools for inclusive education

3.5 Teacher preparation for inclusive education

Unit IV: Curricular strategies for inclusive education

4.1 Curricular challenges for students with disabilities and twice exceptional children

4.2 Need for curricular adaptations

4.3 Inclusive practices; Adaptations, accommodations and modifications

4.4 Types of curricular adaptations

4.5 Differentiated instructions and Universal design of learning

Unit V: Collaborations for inclusive education

5.1 Special schools and inclusive schools

5.2 Special educators and general teachers

5.3 Social welfare dept and Dept of education

5.4 Special and general teacher education programs

5.5 Voluntary organizations and Govt. agencies

Suggested readings:

Alur, M., Timmons, V., (2012). Inclusive Education Across Cultures, (3 rd ed.), New Delhi, Saga Publication India Pvt Ltd.

Alur, M., & Bach, M. (2012). The Journey for Inclusive Education in the Indian Sub-Continent, New York: Routledge (Taylor&Francis). <https://www.routledge.com/The-Journey-for-Inclusive-Education-in-the-Indian-Sub-Continent/Alur-Bach/p/book/9780415654500>

Banerjee, R. & Mehendale, A. (2006) Understanding Inclusive Practice and Community Initiatives to Make Education Accessible to All, SSA Karnataka

Bela, K., (2017), Creating Inclusive Education: समावेशी शिक्षा, (2nd ed.), Agra, Shri Vinod Pustak Mandir.

Dash, N., (2012), Inclusive Education for Children with Special Need, (1st ed.), New Delhi, Atlantic Publishers.

Gross, M.U.M., (1993). Exceptionally gifted children. Routledge, New York.

Julka, A, (2014). Including children with special needs, Primary stage, New Delhi: NCERT <https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>

Panigrahi, S.C., Biswal, A.,(2012). Teaching Education, (1st ed.). New Delhi, APH Publication Corporation.

- Puri, M. & Abraham, G. (2004) Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publication
<https://us.sagepub.com/en-us/nam/handbook-of-inclusive-education-for-educators-administrators-and-planners/book227266>
- Sharma,P and Singh, R. (2007) Gearing up for inclusive Education, New Delhi: SCERT.
<http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>
- Singh, A.J., Vrik, K.A., (2014)., Inclusive Education, (1st ed.), Patiala, Twenty First Century Publication.
- Tilstone, C and Rose, R. (2003) Strategies to promote Inclusive Practice, London: Routledge (Taylor&Francis).<https://www.routledge.com/Strategies-to-Promote-Inclusive-Practice/Rose-Tilstone/p/book/9780415254854>
- UNDP (2000) Beyond Tokenism - A Guidebook for Teacher's on How to Implement Inclusive Education in the Regular Class, New Delhi: The National Trust & UNDP
- Vlachou, D. A. (1997) Struggles for Inclusive Education: An Ethnographic Study Disability, human rights, and society, Open University Press
- Vrik. J., Arora, A., Sood, R.S., (2010)., Fundamentals of Inclusive Education, (1st ed.), Patiala, Twenty First Century Publication

Semester IV: (Common course)

Course -XI

FAMILY AND COMMUNITY

Total Marks:

Total Hours: 75

Learning outcomes

On completion of this course the student teacher will be able to:

- Explain the basic nature and role of family in development of a child
- Describe the ways and means of involving and empowering families of children with disabilities.
- Explain the role of family in education of children with disabilities
- Discuss the role of community in disability rehabilitation
- Enumerate the community role in education of children with disabilities.

Course Content

Unit 1: Understanding Family

- 1.1 Family; meaning, definition and characteristics - Families in the Indian context
- 1.2 Structure, types of families and its impact on children's development.
- 1.3 Family culture and practices & its influence on children's mental and physical well-being.
- 1.4 Parenting and its types and its impact on children's education.
- 1.5 Challenges of parents of 21st century modern day learners.

Unit 2: Family and disability

- 2.1 Stages of reaction and impact and coping of having a child with disability.
- 2.2 Involving parents in diagnosis, fitment of aids and acceptance of disability by family.
- 2.3 Importance of family involvement and advocacy in interventional practices.
- 2.4 Concept, components and strategies of family empowerment.
- 2.5 Partnering for interventional practices.

Unit 3: Role of Family in Early Childhood Care and Education (ECCE)

- 3.1 Parents as first teachers and family as first school.
- 3.2 Role of family in developing and executing IFSP and IEPs

3.3 Family's role in developing foundational literacy in young children.

3.4 Supporting learning at home, school and in after school activities.

3.5 Role of family in facilitating inclusive education

Unit 4: Community for Disability Rehabilitation

4.1 Concept and types of communities

4.2 Role of community in prevention early identification, and intervention of disability

4.3 Community based inclusive development – need, importance and strategies

4.4 Creating enabling environments- mobilising local community resources towards the rehabilitation of persons with disabilities.

4.5 Issues and challenges in rehabilitation of child with disability in the community

Unit 5 : Role of community in education of children with disabilities.

5.1 Community awareness about disabilities - early identification, intervention and education.

5.2 Community support for home based education and in times of disasters.

5.3 Collaboration with Aganwadis and other Governmental agencies for education of children with disabilities

5.4 Community as a stakeholder in special and inclusive education

5.5 Safeguarding children with disabilities and their families in the communities.

Suggested Readings

Chen, D. and Haney, M. (1999) Promoting learning through Active interaction. Project PLAI, Final report. ERIC Document Reproduction Service No. ED 432118.

Hanson, M. J., & Lynch, E.W. (2004). *Understanding Families: Approaches to diversity, disability, and risk*. Baltimore, MD: Paul H. Brookes.

Harris. K.R., & Graham,S. (2010).*Working with families of young children with special needs*. New York, Guilford publications

Hurlock E. B. (1981), *Child Development*, Newyork: Mc Graw- Hill

Hyun,E (1998) *Making Sense of Developmentally and Culturally Appropriate Practice in Early Childhood education*. New York: Peter Lang.

Kaul, V (1993) *Early Childhood Education Programme*, New Delhi: NCERT

- Millington, M. and Marini, I. (2015) *Families in Rehabilitation Counselling: A community based rehabilitation approach*. Singapore: Springer Publishing Company.
- Muralidharan R (1990). *Early Stimulation Activities for Young Children*, New Delhi: NCERT
- Nagar, S. B., (2016). *Essentials of Community Based Rehabilitation*. New Delhi: Jaypee brothers.
- Peshawaria, R., Menon, D.K., Ganguly R., Roy, S., Pillay R.P.R.S. & Gupta A (1995): *Family needs schedule*, Secunderabad: NIEPID.
- Pruthvish, S. (2006). *Community Based Rehabilitation*. New Delhi: Jaypee Brothers.
- Sharma, P (1995). *Basics on Development and Growth of a child*. New Delhi: Reliance Publishing House.
- Webster, E. J. V (1993) *Working with parents of young children with disabilities*, California: Singular Publishing Group
- WHO (2010). *Community Based Rehabilitation: CBR guidelines*,
- WHO (2015) *Capturing the difference we make. CBR indicator manual*.
https://apps.who.int/iris/bitstream/handle/10665/199524/9789241509855_eng.pdf?sequence=1

Semester-IV

COURSE XII

MANAGEMENT OF GROUPS WITH HIGH SUPPORT NEEDS

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On completion of this course, the student teacher will be able to:

- Define those who have high support needs
- Explain the assessment procedures for individuals who have high support needs
- Describe various methods for planning and management of individuals with high support needs
- Demonstrate understanding of working with individuals in need of high support in home and school/organisations
- Select and use appropriate technology in extending support

Course Content

Unit 1: Understanding groups with high support needs

- 1.1. Definition, description and understanding of high support needs, severe/profound disabilities
- 1.2. Working with individuals having high support needs – strength, issues and challenges
- 1.3. Concept of assistance and support at various stages for persons with high support needs– childhood, adolescence, adulthood.
- 1.4. Levels of support (IASSIDD) – limited, intermittent, extensive, pervasive
- 1.5. Service avenues for groups with high support needs

Unit 2: Assessment of high support needs

- 2.1. Formal and informal assessments – medical, therapeutic, psychological assessments
- 2.2. Assessment of family resources and family support system
- 2.3. Assessment of current level of functioning – personal care, communication and social skills, mobility

- 2.4. Assessment of need for assistive devices
- 2.5. Interpreting assessment results to plan the support programme

Unit 3: Management of Individuals with High Support Needs

- 3.1. Steps involved in planning assessment
- 3.2. Coordination of multidisciplinary team members in management of high support needs
- 3.3. Working with family
- 3.4. Optimal utilization of government supports
- 3.5. Documentation, progress monitoring and evaluation

Unit 4: Competencies of the Care Giver

- 4.1. Knowledge and Insight about the condition and acceptance
- 4.2. Intervention Development - programme planning for individuals with high support needs.
- 4.3. Addressing common medical issues and health related resources
- 4.4. Making reasonable adjustments including, physical comforts and positioning, Communication, environment, meeting personal needs, maintaining privacy, prevention from exploitation, caring for emotional health, meeting leisure and recreation needs
- 4.5. Exercising fundamental rights of people with disabilities

Unit 5: Use of technology in Management of High Support Needs

- 5.1. Definition, use and optimum support in management programme through technology.
- 5.2. Assistive technology for communication- use of AAC and other devices
- 5.3. Assistive technology for recognition of emotions and improvement of social and cognitive skills
- 5.4. Application of Technology in Lesson Planning, report writing and Evaluation
- 5.5. Advantages and disadvantages of Assistive technology

Suggested Readings:

- Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Orlando: Academic Press Inc.
- Orlove, F.P, Sobsey, D., Gilles, D.L.(2017). Educating Students with Severe and Multiple Disabilities A Collaborative Approach. New York: Paul H Brookes Publishing Co.

- Moon, M.S. et.al (1990) Helping persons with severe mental retardation get and keep employment, Baltimore, Brookes Publishing Co
- Myreddi et al (2007) FACP PMR, Secunderabad: NIMH
- Myreddi, V., et al. (2007). Teaching Students with Profound Mental Retardation - A Guide for Teachers and Parents, Secunderabad, NIMH.
- Ostlund, D (2015). Students with profound and multiple disabilities in education in Sweden: teaching organisation and modes of student participation. Research and Practice in Intellectual and Developmental Disabilities 2 (2): 148-164.

Suggested webreadings:

- Family and community services (2014). <https://engage.dss.gov.au/wp-content/uploads/2015/05/ATT-1-Leading-Clinical-Practice-and-Supporting-Individuals-with-Comp.pdf>
- Lombardi,P Multiple disabilities. (2015). <https://granite.pressbooks.pub/understanding-and-supporting-learners-with-disabilities/chapter/multiple-disabilities/>
- <http://www.parentcenterhub.org/multiple/>
- <https://web.archive.org/web/20110614214114/http://www.angelswithspecialneeds.org/monthly/severe-and-multiple-disabilities/>
- <http://www.nsnet.org/start/severe.pdf>

PRACTICAL: Semester - IV

COURSE– I (D)

INCLUSIVE PRACTICES USING UDL PRINCIPLES

Total Mark: 125

Total Hours: 125

Learning Outcomes:

On completion of this practical, the student trainee will be able to:

- Use the principles of Universal Design for learning and design lessons in all lessons of primary class subjects
- Will teach in inclusive classrooms taking into account the needs of diverse learners in the class
- Will use the appropriate technology and the TLM to transact lessons providing multiple modes of input
- Will develop evaluation methods that allows students to use multiple modes of out put
- Meet the individual needs of students using multiple modes of engagements

Task of the student trainee:

- The student trainee will prepare 5 lessons each in each subject namely, English, Language, Math and environmental sciences foe classes upto 5th grade. The lessons can be for different class levels and should be a total of 20 lessons covering all classes and all subjects.
- The lessons can be blended with cocurricular areas such as art, craft, music, games drama and story as long as it meets the lesson 's objective
- The trainee should ensure that all students in class including those with disabilities are considered for planning the lessons based on the principles of UDL and differentiated instructions
- The lessons must be taught after the approval of the supervisor
- The trainee would submit a report along with the lesson plans including methods and material and a self-appraisal.

Suggested Readings:

- Baglieri,S. & Shapiro,A., (2012): Disability Studies and the Inclusive Classroom, Routledge Tailor and Francis Group New York and London.
- Chennat,S. (2020): Disability Inclusion & Inclusive Education, eBook, Deptt. of Education, University of Delhi. Springer
- Hall, E., Isaacs, D. (2012). Seven Keys to Unlock Autism: Making Miracles in the Classroom. United Kingdom: Wiley.
- Universal design for Learning www.cast.org
- Julka, A, (2014). Including children with special needs, Primary stage, New Delhi: NCERT
<https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>
- Sharma,P and Singh, R. (2007) Gearing up for inclusive Education, New Delhi: SCERT.
<http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>

PRACTICAL: Semester - IV

COURSE– II (D)

**WORKING WITH GROUPS WITH HIGH SUPPORT NEEDS AND SEVERE
DISABILITIES**

Total Marks: 150

Total Hours: 150

Learning Outcomes:

On completion of this practical, the student teacher will be able to:

- Assess students with high support needs
- Plan IEP for them in consultation with therapeutic supports and medical concerns
- Implement the IEP and work in coordination with the other professionals
- Work with parents to help their child with high support need lead towards independent living

Task of the student trainee:

- The trainee will assess four students having sever/profound disabilities requiring high supports
- Trainee will also assess the need for technological support and assistive devices
- Collect information from therapist and professionals and incorporate in the IEP
- Out of the four such students with high support needs. **Work with two of them at school/intuitional environment and two in home environment.**
- **Help the care giver to learn the techniques that are specific to the student.**
- **After implementing the programme for a period of 15 sessions / student(each session for an hour), evaluate the student and submit report .**

Suggested Readings:

Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review, Orlando: Academic Press Inc.

Orelove, F.P., Sobsey,D., Gilles, D.L. (2017). Educating Students with Severe and Multiple Disabilities A Collaborative Approach. New York: Paul H Brookes Publishing.

Moon, M.S. et.al (1990) Helping persons with severe mental retardation get and keep employment, Baltimore, Brookes Publishing Co

Myreddi, V., et al. (2007). Teaching Students with Profound Mental Retardation - A Guide for Teachers and Parents, Secunderabad, NIMH.

Lombardi,P Multiple disabilities. (2015). <https://granite.pressbooks.pub/understanding-and-supporting-learners-with-disabilities/chapter/multiple-disabilities/>

<http://www.parentcenterhub.org/multiple/>

<https://web.archive.org/web/20110614214114/http://www.angelswithspecialneeds.org/monthly/severe-and-multiple-disabilities/>

PRACTICAL: Semester - IV

Course– III (d)

PROJECT

Total Marks: 100

Total Hours: 100

Learning Outcomes:

On completion of this practical, student teachers will be able to:

- Demonstrate competency in developing a project
- Will carry out the project that is relevant to teaching children with developmental disabilities

Task of the student trainee:

- The trainee shall select an area of interest in special and inclusive education relating to ASD, ID and/or SLD. It can be an assignment or it can be relevant to teaching, creating awareness among public, school students, parent groups or any relevant groups
- Prepare a project which may be using material available around or using technology – for example, it can be a learning aid, pamphlet/booklet to teach or create awareness, board games or other play activities for children, anything relevant and innovative.
- **The project should be completed in all aspects and submitted.**

Suggested readings:

- Staley, J. (2008). Enticing the learning, UK: University of Birmingham
- Walliman, N (2005). Your research Project, New Delhi: Vistaar Publications

Suggested web readings:

- <https://makerfairerome.eu/en/three-innovative-projects-for-people-with-mobility-disabilities/>
- <https://www.fromthegravevine.com/health/5-projects-are-helping-people-disabilities>
- <https://zeroproject.org/innovative-practices/>
- <https://classroom.synonym.com/project-ideas-people-disabilities-8459557.html>

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