



महात्मा ज्योतिबा फुले  
रुहेलखण्ड विश्वविद्यालय, बरेली

# Syllabus

for

## **B. Ed. (Specialization in Special Education)**

Department of B.Ed./M.Ed. (I.A.S.E.)  
Faculty of Education and Allied Sciences,  
M.J.P. Rohilkhand University, Bareilly

**B.Ed.**  
**(Specialization in Special Education)**  
**COURSE STRUCTURE**

Title of the Paper	Paper Code	Marks		
		Ext.	Int.	Total
<b>Theory:</b>				<b>700</b>
Paper I <b>Education in Contemporary Indian Society</b>	<b>1651</b>	<b>100</b>	<b>Nil</b>	<b>100</b>
Paper II <b>Development of Learner &amp; Teaching-Learning Process</b>	<b>1652</b>	<b>100</b>	<b>Nil</b>	<b>100</b>
Paper III <b>Essentials of Educational Technology &amp; Management</b>	<b>1653</b>	<b>100</b>	<b>Nil</b>	<b>100</b>
Paper IV <b>Methods of Teaching</b>				<b>100</b>
<b>Section A:</b>				
Teaching Children with Special Needs	<b>2023</b>	32	Nil	32
<b>Section B:</b>		34x2	Nil	68
Any two from the following:				
1. Teaching of Hindi	<b>2001</b>			
2. Teaching of English	<b>2002</b>			
3. Teaching of Mathematics	<b>2003</b>			
4. Teaching of Science	<b>2004</b>			
5. Teaching of Biology	<b>2005</b>			
6. Teaching of History	<b>2006</b>			
7. Teaching of Civics	<b>2007</b>			
8. Teaching of Economics	<b>2008</b>			
9. Teaching of Geography	<b>2009</b>			
10. Teaching of Commerce	<b>2010</b>			
11. Teaching of Home Science	<b>2011</b>			
12. Teaching of Sanskrit	<b>2012</b>			
13. Teaching of Social Studies	<b>2013</b>			

Title of the Paper	Paper Code	Marks		
		Ext.	Int.	Total
Paper V <b>Introduction to the Nature &amp; Needs of Various Disabilities</b>	1657	70	30	100
Paper VI & VII ( <b>Optional Papers</b> ) Two papers from any one Disability Area:				
(A) <b>Hearing Impairment</b>				
Paper VI <b>Facilitating Language, Speech and Communication Development</b>	1658	70	30	100
Paper VII <b>Audiology and Aural Rehabilitation</b>	1659	70	30	100
(B) <b>Learning Disability</b>				
Paper VI <b>Introduction and Assessment of Learning Disabilities</b>	1660	70	30	100
Paper VII <b>Intervention and Remediation</b>	1661	70	30	100
<b>Practical:</b>				<b>200</b>
<b>Practice Teaching</b>	1671	100	50	150
<b>Continuous Comprehensive Assessment</b>	1672	Nil	50	50
(Including: Teaching Aid 10; Co-curricular Activities 10; Psychological Tests 10; Community Awareness 15; and Behavior & Conduct 05)				

*Note: Paper I, II, III and Section B of Paper IV will be common for all the three specializations.*

# **PAPER – I**

## **EDUCATION IN CONTEMPORARY INDIAN SOCIETY**

### **OBJECTIVES:**

1. To enable the student teachers to understand the meaning and scope of education and its sociological and philosophical basis.
2. To enable the student teachers to understand the history of education in India since ancient period to modern period.
3. To acquaint the student teachers with ancient and modern aims and ideals of education.
4. To acquaint the student teachers with the contribution of some modern educational thinkers.
5. To enable the student teachers to understand the role of the teacher in the society.
6. To provide expertise to teacher-trainees in organization of various guiding and connecting activities in their schools.

### **CONTENTS:**

#### **Unit I: Education**

- ✿ Education: Meaning and nature; functions of education as human resource development and social development.
- ✿ Agencies of education – Formal, Non-formal and Informal.

#### **Unit II : Education in the Western Context**

- ✿ Education in the Western context with reference to Rousseau, Pestalozzi, Russel; their impact on educational thought and classroom practices in terms of progressive trends in education.
- ✿ Indian educational thinkers and their contribution to education with special reference to Gandhi, Tagore, Vivekanand, Gijju Bhai, Aurobindo.



### **Unit III :Education in the Indian Context**

- ✿ Ancient Indian education and its relevance in modern context.
- ✿ Education in medieval period and its impact on Indian society.
- ✿ Education during British rule – Macauley’s minute and Bentick’s resolution, Wood’s Despatch (1854), Lord Curzon’s educational policy, National education movement, Indian Education Commission (1882) and its influence on the subsequent development of education, Sadler Commission (1917), Wardha Scheme of education (1937).

### **Unit IV: Education Commission and Policies in India**

- ✿ Education in Independent India and attempts to reform it, Overview of Education Commissions and National Policies on Education.

### **Unit V: Sociological Aspects of Education**

- ✿ Education and social change, Factors of social change, Indian constitution and educational values of democracy, socialism and secularism, Promoting equality through education, National and emotional integration, Fundamental rights and duties.

### **Unit VI: Present Trends in Education**

- ✿ Environmental pollution, Green and clean society, International understanding, Vocationalization of secondary education, Universalization of primary education, Education of the disadvantaged groups, Role of education in preserving cultural heritage.

## **REFERENCE BOOKS:**

1. Marathe, R.M. : Principles of Education, School College Book Stall, Kolhapur.
2. Pathak, P.D. : Principles of Education, Vinod Pustak Mandir, Agra.
3. Brubacher, J.S. : Modern Philosophies of Education, Mc-Graw-Hill Book Co., New York.

4. Francies Brawn : Educational Sociology, Asia Publishing House Bombay.
5. Chaubey S.P. & Chaubey, Akhilesh: Philosophical & Sociological Foundations of Education, Vinod Pustak Mandir, Agra
6. Subodh, A.: Bhartiya Shiksha Ke Sidhanth, Avinash Prakashan, Allahabad.
7. Mathur, S.S. : Shiksha ke Sidhanth, Vinod Prakashan, Agra.
8. Agarwal, S.K. : Shiksha ke Tatvik Sidhanth, Rajesh Publishing House, Meerut.
9. Pandey, R.S. : Shiksha Darshan, Vinod Pustak Mandir, Agra.
10. Bhatnagar, R.P. & Verma, B.: Educational Administration, Loyal Book Depot, Meerut.
11. Kimprouch, R.B. & Nunnery, M.X. : Educational Administration : An Introduction, McMillan Publishing Co., New Delhi.
12. Pandey, R.S.: Bhartiya Shiksha Darshan, Vinod Pustak Mandir, Agra.
13. Seetharamu A.S. : Philosophy of Education, Ashish Publishing House, New Delhi.
14. Russel, Bertrand : History of Western Philosophy, Unwin University Books, London.
15. Pandey, R.S. : Principles of Education, Vinod Pustak Mandir, Agra, 1991.
16. Bhattacharya, B.: Foundation of education, Atlantic Publishers & Distt., New Delhi, 1996.
17. Pathak, P.D. & Tyagi, S.D.: Principles of Education, Vinod Pustak Mandir, Agra, 1990.



## **PAPER – II**

### **DEVELOPMENT OF LEARNER AND TEACHING-LEARNING PROCESS**

#### **OBJECTIVES:**

1. To enable the teacher-trainees to understand the meaning of psychology and scope of educational psychology.
2. To make the teacher-trainees aware with the different stages of growth and development.
3. To expose the teacher-trainees to the process of learning and the different viewpoints of various psychologists.
4. To introduce the student teacher with the implications of psychology for the normal and special need children.
5. To acquaint the student teachers with the knowledge of psychological principles/theories on which effective teaching is based.
6. To introduce the student teachers with the process of learning and factors, which influence the process of teaching-learning.

#### **CONTENTS:**

##### **Unit I: Introduction**

- ✱ Educational Psychology: Meaning, nature, methods, scope, importance, and functions.
- ✱ Stages of Human Development and their characteristics. (Physical, Mental & Emotional)
- ✱ Adolescence: Characteristics, needs and problems.

##### **Unit -II : Learning & Motivation**

- ✱ Definition and nature of learning, Factors influencing learning and teaching process.
- ✱ Theories of learning and their implications in education, Thorndike (Trial & Error), Pavlov's theory of classical conditioning, Kohler's insight theory, Skinner's reinforcement theory.
- ✱ Motivation: Definition, nature, types and techniques of enhancing

learner's motivation.

### **Unit- III : Intelligence**

- ✱ Nature, type and characteristics of intelligence, Theories of intelligence, Two factor, Multifactor (Primary mental abilities) and S.I. Model.
- ✱ Measurement of Intelligence : Verbal, Non-verbal and Performance Test (each one).
- ✱ Creativity: Concept, identification of creative children, enhancing creativity of students.
- ✱ Emotional Intelligence: The concept and its significance.

### **Unit –IV : Personality**

- ✱ Definition, meaning & nature, Development of Personality, Measurement of Personality: Type & Trait theories of personality.

### **Unit – V : Exceptional Children**

- ✱ Concept, Types, Characteristics of each type including children with learning disabilities.
- ✱ Individual Difference: Meaning, nature, types, importance and different techniques.

### **Unit – VI : Mental Health**

- ✱ Meaning, nature, factors, principles & educational implications.

### **Unit – VII : Guidance & Counselling**

- ✱ Meaning, need & significance, basic principles.
- ✱ Types of guidance : Career, Personal, Educational and Social.
- ✱ Types of Counselling – Directive & Non-Directive.
- ✱ Organisation of school guidance services; use of community resources for school guidance services.

### **Unit – VIII : Statistics**

- ✱ Measures of central tendency, Variance, Standard Deviation, Quartile Deviation.
- ✱ Inferential Statistics, Correlation (Rank Difference).

## **PRACTICAL WORK:**

- ✿ Observing the behaviour of an early, mid adolescent and describing her/his characteristics and problems.
- ✿ Administering and interpreting the results of two tests of intelligence – verbal, non-verbal or performance.
- ✿ A case study of an exceptional child and suggesting how to provide for this particular child education.

## **REFERENCE BOOKS :**

1. Mangal, S.K.: Advanced Educational Psychology, 2ed., PHI Learning Pvt. Ltd., New Delhi, 2008
2. Guilford, J.P.: General Psychology, 2ed., D. Van Nostrand Co. Inc., Princeton, N.J., 1952
3. Skinner, C.E.: Educational psychology (4ed.). Prentice Hall of India, New Delhi, 1996.
4. Dececco, L.: Psychology of Learning & Instruments, Prentice Hall of India Pvt. Ltd., New Delhi, 1974.
5. Bigge & Hunt : Psychological Foundation of Education, Harper & Raw Publishers, New Delhi.
6. Rastogi, K.G : Educational Psychology, Rastogi Publications, Meerut.
7. Mathur, S.S.: Educational Psychology, Vinod Pustak Mandir, Agra.
8. Wallia, J.S. : Foundations of Educational Psychology, Paul Publication, Jallundar.
9. Mohan, J.: Educational Psychology. Wiley Eastern Ltd., New Delhi, 1993.
10. Sprinital N.A. and Sprinital, R.C.: Educational psychology: A development approach (5ed.). McGraw Hill, Inc., 1990.
11. Rao, S.N.: Counseling and Guidance, 1994.
12. Brainerd: Development Mental Psychology, 1991.
13. Sharma: Counseling Psychology, 1993.





## **PAPER – III**

### **ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT**

#### **OBJECTIVES :**

1. To introduce the teacher-trainees with the meaning and nature of educational technology.
2. To introduce the teacher-trainees with the audio-visual aids and modern innovations in the field of educational technology.
3. To make the teacher-trainees aware with various applications of modern technology and equipment in the classroom teaching.
4. To develop favourable attitude, knowledge, understanding and basic skills among pupil-teachers towards software and hardware educational technologies.
5. To make the teacher-trainees aware about the organization of various curricular and co-curricular activities in schools.

#### **CONTENTS:**

##### **Unit I : Introduction**

- ✿ Educational Technology: Meaning, definition, scope and significance.
- ✿ Approaches (hardware & software) and types (Teaching Technology, Instructional Technology, Behavioural Technology) of educational technology
- ✿ Significance and types of hardware technologies: Educational television; Projectors (OHP, slide & LCD); Computer (E-mail, internet, language laboratory)
- ✿ Significance & types of software technologies: Teleconferencing, Micro teaching, PI (linear & branching), CAI.

**Unit II : Psychological bases for use of modern technologies**

- ✿ Multisensory instruction
- ✿ Cone of experience (Edgar Dale)

**Unit III : Modalities and Strategies of teaching**

- ✿ Phases / Operations
- ✿ Levels
- ✿ Strategies
- ✿ Tactics

**Unit IV : Administration and Management**

- ✿ Roles and responsibilities of Principal and Teacher
- ✿ Managing educational aspects of school- Curriculum, time table, co-curricular activities
- ✿ Control and Planning- Discipline, school records, institutional planning, preparing institutional profile

**Unit V : Evaluation and Standards**

- ✿ Evaluating instructional outcomes- Types of test items (essay type, short answer, and objective), item construction, types of testing (norm and criterion referenced)
- ✿ Teacher evaluation – Need, significance and methods (self rating, pupil rating, peer rating principal / supervisor rating), composite rating scores and its uses
- ✿ Teacher accountability – Meaning, types, significance and assessment
- ✿ Professional norms and ethics for the teachers

**REFERENCE BOOKS :**

1. Mangal, S.K. & Mangal, U.: Essentials of Educational Technology, PHI Learning Pvt. Ltd., New Delhi, 2009.
2. Sampath, K., Panneerselvam, A. & Santhanam, S.: Introduction to Educational Technology, Sterling Publishers Pvt. Ltd., New



- Delhi, 1998.
3. Sharma, R.A.: Teaching Learning Innovation, Loyal Book Depot, Meerut.
  4. Sharma, R.A.: Technology of Teaching, International Publishing House, New Delhi.
  5. Sharma, R.A.: Shikshan Takniki, Loyal Book Depot, Meerut.
  6. Dale, E. : Audio-Visual Methods of Teaching, The Dayden Press.
  7. Wittich, W.A. & Shaller, C.F.: Audio-Visual Materials - Their Nature & Uses, Harper International, New York.
  8. Srivastava, S.S.: Educational Technology (Hindi), Doaba House, New Delhi.
  9. Kumar, K.L.: Educational Technology, New Age International, New Delhi.
  10. Sukhia, S.P.: School Administration organization and Health Education, Vinod Prakashan, Agra, 1997.
  11. Dececoo, & Crawford: Psychology of Learning & Instruction, Prantice Hall of India Pvt. Ltd., New Delhi.
  12. Brennan, N.K.: Curriculum for Special Needs, Open University Press, 1985.
  13. Desai, A.N.: Helping the Handicapped Problems and Prospects, Ashish Publishing House, New Delhi, 1990.
  14. Bigge & Hunt: Psychological Foundation of Education, Harper & Raw Publishers, New Delhi.
  13. Dececco, P.: Psychology of Learning & Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.



## **PAPER - IV**

### **METHODS OF TEACHING**

This paper has been divided into three sections:

Section A: Teaching Children with Special Needs

Section B: Teaching of Two School Subjects

#### **OBJECTIVES :**

1. To prepare the teacher-trainees to implement teaching programmes in classrooms.
2. To enable the pupil-teachers for the needs of classroom instruction.
3. To develop necessary skills and attitude required for applying various devices and methods of teaching in integrated classrooms.
4. To familiarize the teacher-trainees with various instructional techniques.

### **PAPER IV (SECTION A): TEACHING CHILDREN WITH SPECIAL NEEDS**

#### **CONTENTS:**

##### **Unit 1. General Principles of Teaching Children with Special Needs**

Individual differences and exceptionality, Individualization, Barrier free class room, Use of teaching learning materials to compensate sensory loss or learning difficulties, curricular adaptation, classroom evaluation methods for students with special needs.

## **Unit 2. Individualized Educational Programme (IEP)**

Meaning of IEP, Different steps in planning and development of Individualized Educational Programme (IEP), Implementing IEP components in both individual and group instructions. Participation of regular school teachers and parents in implementing IEP.

## **Unit 3. Teaching in Inclusive Classroom**

Meaning of Inclusive Education, importance of positive and welcoming school/class environment, adaptation in classroom teaching to meet needs of students with different types of disabilities, advantages of inclusive education to students with disabilities and without disabilities.

## **REFERENCE BOOKS :**

1. Mani, M.N.G.: Techniques of teaching blind children, Sterling Publishers, New Delhi 1992.
2. Panda, K.C.: Education of Exceptional Children. Vikas Publications, New Delhi, 1997.
3. Longone: Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and Bacon, Boston, 1990.
4. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.
5. Subba Rao, T.A.: Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad, 1992.
6. Baine, D.: Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta, 1988.
7. Myreddi, V. & Narayan, J.: Educating Children, NIMH, Secunderabad, 1988.
8. Narayan, J. Educating Children with Learning Problems in Regular Schools, NIMH, Secunderabad, 1996.
9. Panda, K.C.: Education of Exceptional Children. Vikas Publications, New Delhi, 1997.

## PAPER - IV (SECTION B):

### (1) TEACHING OF HINDI

#### CONTENTS:

- Unit 1. Aims and objectives of teaching Hindi at different stages.
- Unit 2. Importance of Hindi as mother tongue in education and importance of Hindi to non-Hindi speaking people.
- Unit 3. Application of modern methods in Hindi teaching.
- Unit 4. Methods of teaching of prose and poetry.
- Unit 5. Teaching of grammar, composition and rapid reader.
- Unit 6. Use of audio-visual aids in the teaching of Hindi.
- Unit 7. Text Books as means of instruction in Hindi teaching.
- Unit 8. Evaluation in Hindi teaching.
- Unit 9. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

#### REFERENCE BOOKS:

1. Srivastava, R.: *Bhasha Shikshan*, Vani Prakashan, New Delhi
2. Kulkarni, V.: *Hindi Ki Adshyayan Paddhati*
3. Sathey, G.N.: *Rashtra Bhasha Ka Adhyan*
4. Bhagat, R.T.: *Hindi Kaisay Padhayen*
5. Shaktriya, K.: *Matra Bhasha Shikshan*
6. Pandey, R.S.: *Hindi Shikshan*, Vinod Pustak Mandir, Agra



## **PAPER - IV (SECTION B):**

### **(2) TEACHING OF ENGLISH**

#### **CONTENTS:**

- Unit 1. Aims and objectives of teaching English at various stages.
- Unit 2. Importance of English as a foreign language to Indians.
- Unit 3. General problems in teaching English as a foreign language.
- Unit 4. Methods of teaching English with special reference to translation method, direct method, and structural approach.
- Unit 5. Teaching of prose, poetry and rapid reading at different stages.
- Unit 6. Teaching of Pronunciation, Grammar, Composition, Translation and Dictation at different stages.
- Unit 7. Importance of textbook as means of instruction.
- Unit 8. Use of audio-visual aids in the teaching of English.
- Unit 9. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

#### **REFERENCE BOOKS :**

1. Joseph, M & Shabir, B.A.: The Teaching of English In India, Arya Book Depot, New Delhi.
2. Memon & Patel, J.: The Teaching of English as a foreign Language.
3. Palmer: The Principles of Language Study.
4. Pathak, P.D. : Teaching of English In India, Vinod Pustak Mandir, Agra.
5. Anand, R.L.: Aims & Methods of Teaching English in India.
6. Jain, R.K.: Essentials of English Teaching, Vinod Pustak Mandir, Agra.



## **PAPER - IV (SECTION B):**

### **(3) TEACHING OF MATHEMATICS**

#### **CONTENTS:**

- Unit 1. Aims and objectives of teaching mathematics, Place of mathematics in school curriculum.
- Unit 2. Methods of teaching mathematics: Inductive, deductive, analysis-synthesis, laboratory, project etc.
- Unit 3. Correlation in teaching of mathematics.
- Unit 4. Importance of drill, oral and mental work in mathematics.
- Unit 5. Need and evaluation of textbook of mathematics.
- Unit 6. Audio-visual aids in teaching of mathematics.
- Unit 7. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

#### **REFERENCE BOOKS :**

- 1. Aiyanger: The Teaching of Mathematics in New Education.
- 2. Pitter, F.F.: The Teaching of Mathematics.
- 3. Schultze, A.: The Teaching of Mathematics in Secondary School.
- 4. Young, J.W.A.: The Teaching of Mathematics.
- 5. Ballard, P.B.: Teaching of Essentials of Arithmetic.
- 6. Modben, L.: Mathematics for Millions.





**PAPER - IV (SECTION B):**  
**(4) TEACHING OF SCIENCE**  
**(PHYSICS & CHEMISTRY)**

**CONTENTS:**

- Unit 1. Place and importance of science teaching in schools.
- Unit 2. Aims of teaching science at Primary, Junior and High school levels.
- Unit 3. Methods of Science teaching: Lecture, Heuristic, Laboratory, Demonstration and Project.
- Unit 4. Science Laboratory-Construction and equipment.
- Unit 5. Audio-Visual aids in science teaching.
- Unit 6. Co-curricular activities in science teaching, Science museums, Science clubs, Excursions, Science talent search.
- Unit 7. Text books, Laboratory manuals, workbooks of science.
- Unit 8. Correlation of Physics and Chemistry internally and with other school subjects.
- Unit 9. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

**REFERENCE BOOKS :**

1. Rao, A: Teaching of Physics, Anmol Publications, New Delhi.
2. Siddiqui, N.N. & Siddiqui M.N.: Teaching of Science, Doaba House, New Delhi.
3. Rawat, M.S. & Agarwal M.B., Naveen Vigyan Shikshan, Vinod Pustak Mandir, Agra
4. Yadav, M.S.: Objective Science, Anmol Publication, New Delhi
5. Singh, R.: Teaching Methods in Schools, Commonwealth Publication, New Delhi





## **PAPER - IV (SECTION B):**

### **(5) TEACHING OF BIOLOGY**

#### **CONTENTS:**

- Unit 1. Aims of Biology teaching.
- Unit 2. Important applications of Biology in modern human life from the school pupils' point of view.
- Unit 3. Methods of Biology Teaching: Heuristic, Demonstration, Laboratory, Inductive, Deductive and Project methods.
- Unit 4. Aids of Biology teaching-construction and maintenance of aquarium, school garden, models, charts, film projector, epidiascope.
- Unit 5. Planning a Biology laboratory: Requirement and maintenance.
- Unit 6. Co-curricular activities: Collection of specimen, presentation of specimen, excursions for biological studies, biological museums, science fairs and science clubs.
- Unit 7. Textbooks and work-books in Biology: Merits and demerits.
- Unit 8. Correlation of Biology with other sciences and with other schools subjects.
- Unit 9. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

#### **REFERENCE BOOKS :**

1. Chandra, T.: Principles of Teaching, Anmol Publication, New Delhi
2. Version: Biological Science - An inquiry in to life.
3. Green, T.I.: Teacher of Biology of Secondary Schools.
4. Chauhan, S.S.: Innovations in Teaching, Vikash Publication House, New Delhi
5. Kulshrestha, S.P.: Jeev Vigyan Shikshan, Loyal Book Depot, Meerut



## **PAPER - IV (SECTION B): (6) TEACHING OF HISTORY**

### **CONTENTS:**

- Unit 1. History: Meaning, nature and scope; Formulating the objectives of teaching History at the junior and senior stages with special reference to desired behaviour.
- Unit 2. The teaching of current events in History, Syllabus and textbooks of History at the junior and senior stages, their critical analysis and evaluation.
- Unit 3. Methods and techniques of teaching History.
- Unit 4. Aids and Equipment in History teaching
  - a. Black-board, Maps, Graphs and time and space charts, pictures, Models, slides, Films, Filmstrips.
  - b. History room
  - c. History Library
  - d. Role of History teacher
- Unit 5. Teaching of History and international understanding of our human heritage.
- Unit 6. Examination and evaluation in History, Evaluation approach to the teaching of history, Different techniques of evaluation, different types of test (essay, short answer, objective based), their merits and limitation.
- Unit 7. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

### **REFERENCE BOOKS :**

1. Kaushambi, D.D.: An Introduction to Study of History.
2. Hurston, W.N.: Principles of Teaching History.
3. Ghate, V.D.: Suggestion for Teaching of History in India.
4. Tyagi, G.D.: Itihas Shikshan, Vinod Prakashan, Agra.
5. Pillai, N.P.: History and Method of Teaching of History.
6. Chowdhary, K.P.: Audio-Visual Aids in Teaching of Indian History.

## **PAPER - IV (SECTION B):**

### **(7) TEACHING OF CIVICS**

#### **CONTENTS:**

- Unit 1. Justification of the teaching of Civics as a separate subject in the school curriculum; Propagation of social ideals through teaching of Civics.
- Unit 2. Formulating objectives of teaching Civics at different levels.
- Unit 3. The syllabus of Civics, its scope and adequacy; an evaluation of the contents of the present syllabus. Principles involved in the construction of a syllabus for Civics. Fixing up the contents to be prescribed as learning experience for different grade.
- Unit 4. Methods, techniques and aids of teaching Civics to be discussed under the following heads.
  - a) The broad principles
  - b) Their suitability to different content areas
  - c) Application precautions to be taken while using different methods, techniques and aids.
  - d) Evaluation, discussing their merits and demerits.
- Unit 5. Textbooks of Civics. How to construct the evaluation criteria for the appraisal of textbook in Civics and its application principles involved in the selection of textbooks. An evaluation of the current textbooks of Civics.
- Unit 6. Evaluation approach in the teaching of civics, construction of objective based items in Civics.
- Unit 7. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

#### **REFERENCE BOOKS :**

1. Tyagi, G.D.: *Nagrik Shastra Shikshan*, Vinod Pustak Mandir, Agra

2. Kochhar, S.K.: Teaching of Social Science, Sterling Publication, New Delhi.
3. Buning A. C.: Teaching of Social Studies in Secondary Schools, McGraw Hill Book Company Inc., New York.
4. High J.: Teaching Secondary School Social Studies, The Macmillan Company, New York.
5. Singh, R.P.: Civics Teaching, R. Lal Book Depot, Meerut
6. Mittal, M.L.: Civics Teaching
7. Kodesia, U.C.: Civics Teaching Techniques, Vinod Pustak Mandir, Agra



## **PAPER - IV (SECTION B):**

### **(8) TEACHING OF ECONOMICS**

#### **CONTENTS:**

- Unit 1. The meaning and scope of Economics, a brief history of Economics thought. Significance and importance of Economics in the school curriculum.
- Unit 2. Formulating objectives of teaching Economics at different stages.
- Unit 3. Methods, techniques and aids in the teaching of Economics.
- Unit 4. A critical evaluation of the textbooks and syllabus to Economics preparing evaluation criteria for this.
- Unit 5. Correlation of the teaching of Economics with other subjects.
- Unit 6. Improving tools and visual aids for the teaching of Economics.
- Unit 7. Application of evaluation approach in the teaching of Economics, construction of objective centered test items.
- Unit 8. Qualities of good Economics Teacher
- Unit 9. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

#### **REFERENCE BOOKS :**

1. Tyagi, G.D.: Teaching of Economics, Vinod Pustak Mandir, Agra
2. Buning, A.C.: Teaching of Social Studies in Secondary Schools, McGraw Hill Book Company Inc., New York.
3. High J.: Teaching Secondary School Social Studies, The Macmillan Company, New York.
4. Jarolimek, J.: Social Studies in Elementary Education, The Macmillan Company, New York.
5. Sharma K. & Tuteja T.: Teaching of Economics, Vani Prakashan, New Delhi.



## **PAPER - IV (SECTION B):**

### **(9) TEACHING OF GEOGRAPHY**

#### **CONTENTS:**

- Unit 1. Significance of Geography in the school curriculum, the modern concept of Geography for national and international understanding.
- Unit 2. Objectives of teaching Geography at the senior stages with special reference to desired behaviour change, understanding of ecology through Geography.
- Unit 3. Methods and techniques in teaching of Geography.
- Unit 4. The place of pictures, models and sketches and other material aids in the teaching of geography. Preparing maps and charts.
- Unit 5. Equipment of the Geography room, apparatus and applications, the Geography museum and library, the study of local Geography Excursion.
- Unit 6. Correlation of Geography with other subjects with particular reference to Science, Nature study, Work and History.
- Unit 7. Application of evaluation approach in teaching of Geography, Construction of objective centered item in Geography.
- Unit 8. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

#### **REFERENCE BOOKS :**

1. UNESCO: Source Book for Geography Teaching, Langmans Green & Co., Paris.
2. Bernard, H.G.: Principles & Practice of Teaching Geography (3ed.). University Tutorial Press, London.
3. Hart, S.R.: Perspectives on the nature of Geography. Butler and Tanner Ltd., London.
4. Morris, J.W.: Methods of Geography Instruction, Blaissdell Publishing Co., London.
5. Simpson C.: The Study of Local Geography - Hand Book for Teachers.



6. Long, M. & Robertson, B.S.: Teaching Geography, Education Book Ltd., London.
7. Singh, H.N.: *Bhugol Shikshan*.Agra: Vinod Pustak Mandir, Agra.



## **PAPER - IV (SECTION B):**

### **(10) TEACHING OF COMMERCE**

#### **CONTENTS:**

- Unit 1. The meaning and scope of Commerce; Significance and importance of commerce in school curriculum.
- Unit 2. Objectives of teaching Commerce, proper selection of profiles for the course. Course curriculum and its division.
- Unit 3. Equipment and aids for effective instruction and classroom arrangement.
- Unit 4. Different methods and techniques of teaching Commerce.
- Unit 5. Correlation of the Commerce with other subject.
- Unit 6. Selection of textbooks, reference Books, reports, trade journals and statistical publications.
- Unit 7. Evaluation methods in Commerce.
- Unit 8. Qualities of a Commerce teacher.
- Unit 9. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

#### **REFERENCE BOOKS :**

1. Singh R.P. & Singh P.: *Vanijya Shikshan*, Vinod Pustak Mandir, Agra
2. Tripathi, S.: Teaching Methods, Radha Publications, New Delhi
3. Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi
4. Siddiqui, M.H.: Excellence of Teaching, Ashia Publication House, New Delhi





## **PAPER - IV (SECTION B): (11) TEACHING OF HOME SCIENCE**

### **CONTENTS:**

- Unit 1. Aims, objectives and importance of Home Science.
- Unit 2. Subject to be included in Home Science -
  - a) Physiology and Hygiene
  - b) Home Nursing and First-Aid
  - c) Needle work, household sewing and mending
  - d) Food values and cooking
  - e) Home Management
  - f) Laundry and the values of each in the Home-economy.
- Unit 3. Methods of Home Science teaching- Demonstration, Project, Laboratory, excursion and exhibition.
- Unit 4. Material aids for teaching of Home science, library books, charts, models and other apparatus required for the teaching of the various branches of the subjects.
- Unit 5. Organization of Home Science department.
- Unit 6. Qualities of a good teacher of Home Science.
- Unit 7. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

### **REFERENCE BOOKS :**

1. Shaili, G.P.: Grah Vigyan Sikshak, Vinod Pustak Mandir, Agra
2. Das R.R. & Ray, B.: Teaching of Home Science, Sterling Publications Private Limited, New Delhi
3. Sukhiya, S.P.: Home Science Teaching, Sahitya Prakashan, Agra
4. Bloom, B.S.: Taxonomy of Education Objectives, McKay Co., New York
5. Bossing, N.H.: Teaching Secondary Schools, Amrind Publishing Co., New Delhi
6. Ryons, D. C.: Characterstics of Teachers, Sterling Publication Co. Pvt. Ltd., Delhi



## PAPER - IV (SECTION B):

### (12) TEACHING OF SANSKRIT

#### CONTENTS:

- Unit 1. The importance of Sanskrit as a classical language, its cultural, literary and linguistic values, relationship of Sanskrit with modern Indian languages.
- Unit 2. Aims of teaching Sanskrit at different stages.
- Unit 3. Methods of teaching Sanskrit-grammatical method, substitution method, translation method, direct method analytical & explanatory method.
- Unit 4. Methods of Teaching-Prose, Poetry, Grammar, Composition, Dictation, Translation, Drama & rapid reader.
- Unit 5. Importance of Phonetics.
- Unit 6. Use of audio-visual aids in the teaching of Sanskrit.
- Unit 7. Planning different types of lessons, steps involved in lesson planning : Herbartian and Unit planning.

#### REFERENCE BOOKS :

1. Pandey, R.S.: *Sanskrit Shikshan*, Vinod Pustak Mandir, Agra.
2. Mittal, S.: *Sanskrit Shikshan*, R. Lall Book Depot, Meerut.
3. Vatsa, B. L.: *Sanskrit Shikshan*, Vinod Pustak Mandir, Agra.



## **PAPER - IV (SECTION B): (13) TEACHING OF SOCIAL STUDIES**

### **CONTENTS:**

- Unit 1. Aims and objectives of teaching social science with special reference to Indian conditions.
- Unit 2. Curriculum of social science at secondary level and its critical analysis.
- Unit 3. Principles and maxims of class-room teaching of social science.
- Unit 4. Traditional and modern methods of teaching social science.
- Unit 5. Techniques of teaching social science.
- Unit 6. Teaching aids in the teaching of social science: importance of teaching aids, different kinds of teaching aids.
- Unit 7. Text book of social science: importance of text book, basic principles of selection of text books, critical study of present text book of social science at secondary level.
- Unit 8. Lesson planning in social science: meaning, needs, importance and preparation of lesson planning.
- Unit 9. Teacher of social science: personal, social and professional qualities of an ideal teacher of social science.

### **REFERENCE BOOKS :**

1. Kochhar, S.K.: Teaching of Social Science, Sterling Publication, New Delhi.
2. Bunning, A.C.: Teaching of Social Studies in Secondary Schools, McGraw Hill Book Company, Inc., New York.
3. High, J.: Teaching Secondary School Social Studies, The Macmillan Company, New York.
4. Tripathi, S.: Teaching Methods, Radha Publications, New Delhi.
5. Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi.
6. Siddiqui, M.H.: Excellence of Teaching, Ashish Publication House, New Delhi.

## **PAPER – V**

### **INTRODUCTION TO NATURE AND NEEDS OF VARIOUS DISABILITIES**

#### **OBJECTIVES:**

The student teacher shall acquire the basic knowledge on identification and characteristics of various disabilities such as 1. Blindness and Low Vision; 2. Hearing Impairment; 3. Mental Retardation and Mental Illness; 4. Locomotor, Neurological and Leprosy Cured, 5. Neuro-developmental Disorders and 6. Multiple Disabilities, Deafblindness

#### **CONTENTS:**

##### **Unit 1: Blindness and Low Vision**

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

##### **Unit 2: Hearing Impairment**

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

**Unit 3: Mental Retardation**

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

**Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities**

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

**Unit 5: Learning Disabilities.**

- 5.1 Concept and Definition of Learning Disabilities. .
- 5.2 characteristics of LD 5.3 Etiological Factors
- 5.4 Types and Associated Conditions
- 5.5 Intervention and Educational Programmes

**Unit 6: Autism Spectrum Disorders**

- 6.1 Concept and Definition of Autism.
- 6.2 Characteristics of Autism
- 6.3 Etiological Factors
- 6.4 Types and Associated Conditions
- 6.5 Intervention and Educational Programmes

**Unit 7: Multiple Disabilities and Various Combinations**

- 7.1 Definition and Identification
- 7.2 Incidence and Prevalence
- 7.3 Causes and Prevention
- 7.4 Characteristics
- 7.5 Intervention and Educational Programmes

## **PRACTICAL WORK:**

### **Visits**

Visits to Rehabilitation Institutes: Trainees shall make 5 visits institutes/centers which may include schools for all disabilities, clinics, integrated set up, vocational centers, CBR projects, model mainstream schools etc.

### **Assignments (Evaluated under CCE: Community Awareness Programme)**

- A. Disability orientation for the teachers in inclusive schools  
Trainees organize the disability orientation session for 10 to 15 regular teachers in a nearby school. Two trainees together prepare and present one of the issues for 15 minutes through demonstration, power point, discussion, lecture etc. One trainee takes the role of a teacher and asks questions and doubts. Disability issues may include: classification of disabilities, educational needs, appropriate schooling, curricular adaptations for each type of the disabilities, adaptations of text books, adaptations in examinations, concessions and exemptions, legislations, aids and appliances etc
- B. Evaluating learning environment in inclusive schools  
College prepares a checklist to evaluate the regular schools in terms of barriers and facilitators (attitude related, infrastructure related, curriculum related and architecture related) present in the schools for the students with the disabilities. Each student visits 2 schools and evaluates the school with the help of the checklist.
- C. Community Based Rehabilitation (Group activity)  
For this the trainees are expected to form groups of 5 to 6 and plan, carry out, review and report a small CBR activity. CBR activity may include, street play, exhibition, survey, march / rally or poster campaign. The target group may include any one of: non impaired school children, mainstream teachers,



doctors, balwadi teachers, college students, policemen, lawyers etc. The topic could be identification / screening, awareness, attitude, communication, educational needs etc.

- D. Parent Empowerment College holds a parents meeting for at least 15 parents. A group of 3 trainees prepare and present one of the issues for 15 minutes through demonstration, power point, discussion, lecture etc. Disability issues may include: home training, mobility training, overall stimulation, auditory training, reading/writing, cochlear implant, sense training, self help skills, toilet training, food habits, rights and responsibilities etc. It could be done through role play for example, one trainee becomes the teacher the other two sit with the parents and act as a parent to ask questions and doubts.

## REFERENCE BOOKS:

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
4. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
6. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
7. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
8. Panda, K.C. (1997). Education of Exceptional Children. New



Delhi Vikas Publications.

9. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction- An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
13. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
14. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
15. Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
16. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
17. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
18. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
19. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.



## **PAPER - VI AND VII (OPTIONAL PAPERS)**

The student can select two papers from any one of the following two disability areas:

Stream A: Hearing Impairment

Stream B: Learning Disability

Sixth and Seventh Papers for **Hearing Impairment** will be as follows:

Paper VI: Facilitating Language, Speech and Communication Development

Paper VII: Audiology and Aural Rehabilitation

On the other hand, Sixth and Seventh Papers for **Learning Disability** will be as follows:

Paper VI: Introduction and Assessment of Learning Disabilities

Paper VII: Intervention and Remediation

**(A) HEARING IMPAIRMENT**  
**PAPER VI**  
**FACILITATING LANGUAGE, SPEECH**  
**AND COMMUNICATION DEVELOPMENT**

**OBJECTIVES:**

1. To understand the importance of communication and function of language as a means of communication.
2. To acquaint the student teacher with the Anatomy and Physiology of the Articulatory system.
3. To acquaint the student teacher with the normal development of speech.
4. To acquaint the student teacher with the development of speech in a Hearing Impaired child.
5. To acquaint the student teacher with the disorders in the speech of Hearing Impaired children.
6. To acquaint the student teacher with methods of correcting the disorders in the Speech of the
7. Hearing Impaired, individually and in the classroom.
8. To realize the need of early identification and intervention of Hearing Impairment for language development.
9. To study language development in a hearing person and the effect of hearing impairment on it.
10. To understand the need to develop reading and writing skills to support receptive and expressive language.
11. To understand various types of assessments of language.

**CONTENTS:**

**Unit 1: Communication and Language - Definition and Scope**

- 1.1 Definition and scope of communication.
- 1.2 Definition, nature and functions of verbal language

- 1.3 Biological and psychological foundations of language
- 1.4 Concept of critical period for language acquisition
- 1.5 Development of receptive and expressive language in hearing persons and in hearing impaired persons

## **Unit 2: Methods and Techniques**

- 2.1 Modes of Communication: -Oral, Aural, Oral-Aural, Auditory Verbal (AVT); -Manual – sign language, Indian signing system (ISS), cued speech, finger spelling; -Methods of communication, (philosophy, justification, advantages & disadvantages, types & programmes in India); -Oralism -Total Communication (TC);-Educational bilingualism.
- 2.2 Methods of teaching language to the Hearing Impaired:-
  - a) Natural method - Concept Montessori, Frobel;
  - b) Structural method - Concept, Importance, Developing vocabulary and grammar.
  - c) Combined Method: Concept Importance Role of Teacher
- 2.3 Principles and techniques of teaching language to the Hearing Impaired through:-a) News/Conversation b) Story telling c) Directed activity; d) Visit e) Free play f) Picture comprehension; g) Dramatization h) Poems i) Unseen passages
- 2.4 Teaching of texts and poetry for all levels and high school
- 2.5 Teaching grammar through conversational method and teaching formal grammar at all levels.

## **Unit 3: Speech Mechanism**

- 3.1 Definition and functions of Speech
- 3.2 Anatomy and Physiology of the Respiratory, Phonatory, Articulatory and Resonatory system
- 3.3 Speech as an overlaid function
- 3.4 Mechanism of breathing, breathing for speech, vocal cord adjustment
- 3.5 Prerequisites for the production of speech

**Unit 4: Normal Speech - Production and Reception and Phonetics**

- 4.1 Characteristics of Speech, Speech Intelligibility, parameters of speech
- 4.2 Non-segmental and Supra-segmental aspects of speech (voice, duration, pitch, loudness, quality, rhythm, rate, intonation, stress, accent, phrasing, pause)
- 4.3 Multi-sensory speech reception, hearing and vision, hearing and touch, vision and touch, hearing.
- 4.4 Phonetics and Description and classification (Vowels, Consonants and Diphthongs) of Speech sounds
- 4.5 Introduction to I.P.A. with reference to phonemes of regional languages
- 4.6 Relevance of Phonetics in the correction of Speech of Hearing Impaired children

**Unit 5: Assessment of language**

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

**Unit 6: Speech Perception, Production, Teaching and Evaluation**

- 6.1 Perception of Speech with and without Hearing Aid. Development of speech in a child with the hearing impairment
- 6.2 Description and classification of speech error present in the speech of a hearing impaired child (Problems relating to voice, articulation, breathing or supra-segmental)
- 6.3 Assessment of voice - vocalization, duration, loudness, pitches and voice quality
- 6.4 Assessment of speech sounds (articulation) vowels, consonants, diphthongs



- 6.5 Models of speech teaching (developmental and correctional)
- 6.6 Stages of speech teaching developed by Dr. Ling
- 6.7 Consonant and vowel correction Place, manner and voicing and deviant patterns
- 6.8 Use of auditory global method and multi-sensory approach and electronic visual, tactile aids for correction of speech
- 6.9 Individual speech teaching and classroom speech teaching activities
- 6.10 Planning for correction of the error detected. (Lesson Plan)

### **Unit 7: Reading and Writing**

- 7.1 Development of Motor coordination, Visual Perception and Auditory Perception.
- 7.2 Reading readiness (pre-reading skills & sight vocabulary)
- 7.3 Development of Reading: a) Goals and Importance of Reading; b) Classification of Reading –  
According to goal - (Functional, Recreational, Remedial and Developmental), According to Method - (Loud Reading, Silent Reading); c) Methods of Teaching, Reading - Traditional and Recent Methods.
- 7.4 Development of writing: a. Prewriting skill development; b. Goals and Importance of writing; c. Development of writing {look and write, listen and write, write, writing with proper speed and comprehensive (legible) and spontaneous writing}

## **PRACTICAL WORK AND ASSIGNMENTS:**

### **A. Language and Communication Skills of the teacher trainees**

To be an effective teacher one needs to have good language and communication skills – more so for the teachers of students with hearing impairment. All teacher trainees may not have adequate command over communication skills. Skill development into areas like spontaneous talking, loud reading, poem recitation, writing summary, framing questions etc. is essential for better classroom teachers.



Following tasks to be carried out by each of the trainees:

1. Project work in grammar. Each trainee selects one grammatical aspect and prepares an exercise work book for the students of particular standard to develop that aspect. Grammatical aspect may include: a) Parts of speech, b) Person, number, gender – concord, c) Case markers and Tenses , d) Auxiliary verbs, e) Question forms , f) Negation, g) Active – Passive voice, h) Types of sentences, i) Clauses, j) Degree of comparison, k) Adjective to adverb conversion, The trainee is expected to prepare this exercise work book in his/her mother tongue.
2. Preparation and submission of the language skill journal. Each trainee prepares a journal which has collection of following items: (To be prepared in the mother tongue)
  - Writing stories – 3 for 3 different levels (not ready made stories? these should based on children first hand experiences at the first two levels and on newspaper items or events etc for the second and third level.)
  - Paragraphs for loud reading from books, newspaper etc 3
  - nursery rhymes / Poems for recitation 3
  - Framing relevant questions / assessment exercises of different types on given text 3 sets
  - Finding the main theme of a passage or story and summarize it 3 passages for three different level
  - Elaborating ideas – writing expansions of any 1 idea like – ‘time is money’, ‘cleanliness is godliness’ given by the supervisor.
  - Writing picture descriptions – 3 picture descriptions (3 different levels) to be written for 2 pictures. Total 6 descriptions with appropriate balance of abstract and concrete ideas, with interesting and natural language and with various types of sentences.
  - Captioning the pictures 5 pictures. Pictures for the activities to be selected creatively from the story books, magazines, advertisements, manuals, websites etc. No

readymade charts, text book pictures to be used.

3. Classroom presentation by each of the trainee of all the exercises given above in point number 2

### **B. Adaptation of teaching strategies and evaluation.**

1. Journal preparation on curricular adaptation needs of students with disability for inclusive education. Model curricular adaptations for the HI and any other one disability at any one level –pre primary, primary, secondary to be listed and described.
2. Text book adaptations. 2 adaptations at 3 levels (total 6). Trainees are expected to select a page from the school textbook of History, science, Civics, EVS or Economics. Adapt the page as per the language of the HI. All the nine adaptations may include adaptation of: language, presentation / organization of the knowledge, illustrations (graphs, pictures, diagrams) and assessment exercises.

### **C. Language Assessment of the Students with Hearing Impairment**

Following tasks to be carried out by each of the trainees and the appropriate records of the same be maintained. The trainees are expected to submit the journal of the annual tasks which is used at the time of the final viva.

- Observation of standardized language assessment tool – 3 CWHI
- Observation of language development check list – 3 CWHI
- Preparing blue print of teacher made test for any text book chapter – 1 each for std 1<sup>st</sup> to std 7<sup>th</sup> for the CWHI
- Observation of language assessment of children with other disabilities – 2
- Assessing written language samples of CWHI - 4 samples of 2 children
- Carrying out open book reading comprehension test for a class for the CWHI

## **B. Assessing and Teaching Speech**

Following tasks to be carried out by each of the trainees and the appropriate records of the same be maintained. The trainees are expected to submit the journal of the annual tasks which is used at the time of the final viva.

- Recording speech of non impaired children
- Identifying various parameters of speech by listening to tapes
- Intelligibility rating
- Varying own speech parameters/recording
- Labeling parts of speech systems
- Making diagrams of sagittal sections of sounds in own language
- Word-lists for sounds of own language (with pictures in IMF)
- Identifying errors in speech samples of HI children (tapes)
- Group observation of speech screening of 3 children
- Planning activities of group speech teaching-only with respect to Non-segmentals (duration control, loudness control, pitch control)
- Making and using speech kit
- Handling aids & equipments (observation)
- Observation (Group speech teaching) 3 group lessons
- Planning and executing 5 sessions of group speech teaching
- Planning and executing 3 sessions of individual speech teaching for 2 children

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2. Davis, 3, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.

3. Davis, H., Silverman, S.R., Hearing and deafness. New York Holt, Rinehart & Winston, 1970.
4. Frisna, R., (Ed.) A bicentennial monograph on hearing impairment - Trends in the USA. The Volta Review, 1976 (4).
5. Hart, B.O. Teaching reading to the deaf, Washington, DC The Alexander Graham Bell Association for the Deaf. Inc., 1963.
6. Ling, D., Speech and the hearing-impaired child Theory and Practice. Washington, DC The Alexander Graham Bell Association for the Deaf. Inc., 1976.
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8. Furth, H.G., Thinking without language. New York Free Press 1966.
9. Jeffers, J., & Barley, M., Speech Reading (Lip reading). Springfield, IL Charles C. Thomas, 1975.
10. O'rourke, T., A basic course in manual communication, Siller Spring MD National Association of the Deaf, 1970.
11. Sanders, D.A., Aural rehabilitation. Englewood Cliffs, NJ: Prentice Hall, 1971.
12. Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press. 1978.
13. Trantham, C., & Pederson, 3, Normal language development. Baltimore Williams & Wilkins Co., 1976.
14. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
15. Emerick, L., Hatten, 3, Diagnosis and evaluation in speech pathology. Englewood Cliffs, NJ prentice-Hall, 1985.
16. Travis, E. (Ed) handbook of speech pathology. Englewood Cliffs NJ Prentice Hall, 1971.
17. Winib, H. From Syllable to conversation. Baltimore University park press, 1975.
18. Stark, 3. Reading failure A language based problem. Asha, 1975



## **PAPER VII**

### **AUDIOLOGY AND AURAL REHABILITATION**

#### **OBJECTIVES:**

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

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

#### **CONTENTS:**

##### **Unit 1: Hearing Mechanism**

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



**Unit 2: Audiometry**

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

**Unit 3: Amplification Devices and Strategies**

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

**Unit 4: Setting up and Audiological Management of Special and Inclusive Classrooms**

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



### **Unit 5: Auditory Training**

- 5.1 Auditory training: definition, meaning and scope, and benefits of auditory training and auditory physiology, 7 sound test.
- 5.2 Stages of Auditory Training-Detection, discrimination, identification, comprehension using gross sounds, environmental sounds and speech
- 5.3 Discrimination and comprehension of non speech and speech sounds using segmental, non segmental and supra segmental features
- 5.4 Importance of Auditory training in the comprehension of spoken language
- 5.5 ‘Auditory learning’ listening training and uni-sensory approaches

### **Unit 6: Role of Functionaries**

- 6.1 Impact of early identification and Intervention of hearing impairment for language development and the role of parents and other family members in it
- 6.2 Role of parents and teachers as equal partners in the process of language development in the Hearing Impaired
- 6.3 Importance of parent guidance and counseling and Home-training
- 6.4 Sociological implications — Attitude of siblings, peers, parents, teachers and community
- 6.5 Teachers role in Inclusion and community awareness programmes

## **PRACTICAL WORK AND ASSIGNMENTS:**

Following tasks to be carried out by each of the trainees and the appropriate records of the same be maintained. The trainees are expected to submit the journal of the annual tasks which is used at the time of the final viva.

- Identifying parts of the ear from the model /picture of ear
- Identifying different sounds / noise makers

- Identifying parts of the audiometer
- Pediatric Assessment (observation 2 cases)
- Conditioning and play audiometry (observation)
- Orientation to aided and non aided audiograms
- Audiogram interpretation (10 audiograms – unaided and aided )
- Identifying and handling types / parts of individual hearing aids
- Trouble-shooting of hearing aids
- Correct use and wear of hearing aids
- Cell change criteria
- Dynamic range and threshold of discomfort
- Six Sound test (on 10 children at least)
- Auditory training (planning and execution with supervision)
  - Individual lessons (20 min each) 5 lessons and Group lessons (20 min. each) 5 lessons (Levels of Auditory Training – Gross non speech, fine non speech, gross speech and fine speech with segmental, supra segmental and non segmental aspects)
  - Getting familiar with group amplification system
  - Observation of H/A selection procedure
  - Observation of ear mould making
  - Observation of intervention session with Cochlear Implant

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1. Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press. 1978.
2. Dale, P. Language development, New York Holt Rinehart & Winston 1976.
3. Templin, M., Certain language skills in children. Minneapolis University of Minnesota Press, 1957.
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## **(B) LEARNING DISABILITY**

### **PAPER - VI**

## **INTRODUCTION AND ASSESMENT OF LEARNING DISABILITIES**

### **OBJECTIVES:**

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

1. Describe the nature, concept and definition of learning disabilities
2. Describe some theories used in the understanding of L.D.
3. Narrate the causes of learning disabilities-medical neurological and psycho-social
4. List the type of common learning disabilities found among children
5. Identify the areas of information processing in learning
6. Explain the meaning and concept of screening, identification and assessment of children with L.D.
7. Use the techniques of assessment for learning disabled children
8. Demonstrate skills in diagnosing the educational problems encountered by learning disabled Children.
9. Demonstrate ability to construct / develop tools for assessment to identify areas of deficits in Children with L.D.
10. Demonstrate the ability to write reports and discriminate findings of the assessment.

### **CONTENTS:**

#### **Unit 1: Introduction to Learning Disability (LD)**

- 1.1. Nature, Concept, Definition, Prevalence and Characteristics of Students with LD
- 1.2. Historical overview of LD

- 1.3. Contribution of Orton – Gillingham, Myklebust, Kephart, Fernald, Cruickshank, Kirk
- 1.4. LD: issues in adulthood
- 1.5. Services for LD -National and International scenario

## **Unit 2: Causes and associated conditions of LD**

- 2.1 Medical
- 2.2 Social and psycho-neurological
- 2.3 Deficits in information processing
- 2.4 Language impairments and LD
- 2.5 LD and associated conditions (ADD & ADHD)

## **Unit 3: Types of LD**

- 3.1 Specific LD in Reading- dyslexia
- 3.2 Specific LD in Writing- dysgraphia
- 3.3 Specific LD in Math- dyscalculia
- 3.4 Non-verbal LD (NVLD), Dyspraxia, Sensory motor disorders
- 3.5 Secondary manifestations - Socio-emotional problems in LD

## **Unit 4: Cognitive processes in learning**

- 4.1 Attention and perception
- 4.2 Memory
- 4.3 Language
- 4.4 Thinking
- 4.5 Metacognition

## **Unit 5: Language issues in LD**

- 5.1 Structure of Language – Form, content and usage
- 5.2 Language development – receptive and expressive
- 5.3 Oral Language: Listening and Speaking
- 5.4 Written Language: Reading and Writing
- 5.5 Bilingualism/Multilingualism

## **Unit 6: Assessment of Learning Disability**

- 6.1 Concepts of screening, identification, assessment, measurement and Evaluation.

- 6.2 Assessment of educational needs of children with LD
- 6.3 Early identification and intervention of children with learning disabilities
- 6.4 Identification criteria – Inclusion, exclusion and discrepancy
- 6.5 Distinction between children with learning disabilities, slow learners and children with mental retardation

### **Unit 7: Types of Assessment**

- 7.1 Formal and informal Assessment
- 7.2 Criterion Referenced Tests (CRT) and Norm Referenced Tests (NRT)
- 7.3 Teacher made tests, Curriculum Based Assessment (CBA)
- 7.4 Functional assessment of life skills and ecological assessment.
- 7.5 Interpretation of tests reports and results for educational programming

### **Unit 8: Assessment Tools**

- 8.1 Use of formal assessment tools:Malins test of Intelligence, Wechsler's Intelligence Scale, Bender Gestalt Visuo-Motor Test, Indian adaptation of Stanford-Binet Test of intelligence by S.P. Kulsreshtha; Visuo Motor Integration Test (VMI); Behavioural Checklist for Screening the LD (BCSLD); Diagnostic Test of Learning Disability (DTLD); Test of thinking strategies (TTS); Diagnostic Test of Reading Disorders (DTRD); Aston Index for Screening Children with Learning disabilities; Grade Level Assessment Device for children with learning problems in regular schools (GLAD); Peabody Individual Achievement Test (PIAT); Vineland Social Maturity Scale (VSMS),DTVP,PPVT
- 8.2 Teacher made Tests
- 8.3 Additional tools of assessment – Observation, Interviews, Questionnaires, Rating Scales, Checklist.
- 8.4 Types of records-Assessment records, Primary and Secondary sources, portfolio assessment, Initial and Periodic assessment.
- 8.5 Interpretation of assessment and report writing



## **PRACTICAL WORK AND ASSIGNMENTS:**

- Analyze the causes of LD of a student
- Diagnose a case based on profile given.
- Preparation of handouts in any one of the topics of this paper to create public awareness
- Preparation and use of interviews / observation schedule for informal assessment.

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## **PAPER - VII**

### **INTERVENTION AND REMEDIATION**

#### **OBJECTIVES:**

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

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

#### **CONTENTS:**

##### **Unit 1: Curriculum Design**

- 1.1 Curriculum Design: Concept, definition and principles
- 1.2 Approaches to curriculum development: Developmental, Child centered, Subject based, Holistic and Eclectic
- 1.3 Types of curriculum – core, collateral and support
- 1.4 Curriculum adaptation: curricular and co curricular - concept and process
- 1.5 Individual Education Plan (IEP) Further Education Plan (FEP) and Life Long Education

##### **Unit 2: Assessment areas**

- 3.1 Attention and Perception
- 3.2 Memory
- 3.3 Language – Listening, thinking and speaking
- 3.4 Social emotional aspects
- 3.5 Metacognitive skills

**Unit 3: Assessment of basic curricular skills**

- 4.1 Readiness skills – pre academics
- 4.2 Reading skills
- 4.3 Language (First language (L1) Second language (L2)
- 4.4 Writing and Spelling skills
- 4.5 Math skills

**Unit 4: Instructional/ Approaches and Areas**

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

**Unit 5: Remedial intervention in Cognitive and Meta-cognitive Processes**

- 3.1 Attention and perception – strategies for enhancing arousal, sustenance, attention span and auditory and visual motor perception
- 3.2 Memory – strategies for enhancing short-term, long-term and sequential memory
- 3.3 Thinking and reasoning – strategies for enhancing thinking and reasoning skills
- 3.4 Language – strategies for enhancing receptive and expressive language
- 3.5 Metacognition – strategies for enhancing metacognition and study skills.

**Unit 6: Remedial intervention in curricular area / skills**

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

### **Unit 7: Management of children with LD**

- 5.1 Management of students with LD in the inclusive classroom:  
Peer tutoring, cooperative learning, team teaching and shadow teaching
- 5.2 Cognitive Behaviour Modification (CBM)
- 5.3 Guidance and Counselling:
  - a) Definition, Scope and Technique
  - b) Guidance & Counselling for Parents
  - c) Guidance & Counselling for students with LD
- 5.4 Professional and Teacher Collaboration
- 5.5 Community Partnerships

### **PRACTICAL WORK AND ASSIGNMENTS:**

- Preparation of a teacher made test on a given academic area
- Development of an assessment tool in the given area
- Prepare a FEP for a selected case
- Preparation of community awareness material for LD

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28. Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub.



## **SESSIONAL WORK (HEARING IMPAIRMENT)**

### **1. OBSERVATION**

Teacher trainee shall observe 15 school days in deaf schools and at least 3 school days in other special schools meant for visually and intellectually impaired students. It is essential for the teacher trainees to observe at least 15 periods in inclusive schools where students with deafness are enrolled. Teacher trainee is expected to write observation report of each of the school period that s/he observes in the prescribed format. Observation must be carried out in all the classes where the trainee delivers the lesson. No lesson should be taken without observations in that particular class. The supervisors are expected to assign marks to each of the teacher trainees on the basis of the performance during skill development sessions, records and the exhibition of the skills during viva. Please note the marks are assigned throughout the academic year and not at the end of the year.

### **2. LESSONS**

A 'lesson' here refers to group lesson delivered in a classroom and supervised by a supervisor from either practice teaching schools or the teacher training institute. Minimum 4 to 8 lessons per trainee should be supervised by the faculty members. Rest of the lessons can be supervised by the concerned classroom teacher. First 5 lessons can be guided lessons where the supervisor and classroom teacher lead the trainee learn best practices through their own active participation in the lesson. If possible the other trainees may be allowed to see the guided lessons of each others. Lesson plans must be written on the prescribed format. Total lessons to be taken in special school are 25 and 5 in any inclusive school. The suggested break up of lessons is as follows:

**Details of Lesson Planning & Execution :**

S. No.	Lessons	Levels	No. of Lessons per Level	Total No. of Lessons
1	Language	Preprimary Primary Secondary	4 5 5	14
2	School Subjects	Preprimary Primary Secondary	2 3 5	10
3	Language	Inclusive Schools		2
4	School Subjects	Inclusive Schools		4

**3. MICRO AND SIMULATED TEACHING**

At least 3 skills which are particularly appropriate for the students with HI are to be selected for example black board skills or questioning technique. Each trainee is expected to give 2 lessons per skill. The trainee gives the first lesson and then on the basis of the feedback delivers improvement lesson with the same content. Micro teaching rounds are to be carried out in the first term before the trainees begin the group lessons.

**4. INDIVIDUALIZED TEACHING LESSONS**

Each individualized lesson is of 15 to 20 minutes. The trainee is expected to select 2 students (one from preprimary and one from primary). S/he must assess current level of functioning of the students, prepare objectives for 6 consecutive lessons and write 6 lesson plans. S/he then is expected to carry out these lessons under supervision spread over 6 days within the range of 8 to 10 days.



## **SESSIONAL WORK (LEARNING DISABILITY)**

### **1. PRACTICE TEACHING:**

A total of 40 lessons to be given by a student. Out of these, some may be LD remedial lessons and some lessons, linked to the methodology paper, to be given to the entire class in an inclusive school.

### **2. CASE STUDY WITH IEP:**

At least two case studies to be done on children identified as having LD. The case study should include a detailed IEP in the areas selected for remediation.

### **3. PEER OBSERVATION:**

A student must observe at least 5 lessons being given by a peer. A ready format to be provided to the student for this purpose. Observations should be as per the format.

### **4. DEVELOPMENT AND ADMINISTRATION OF TEACHER MADE TEST:**

A student should develop a teacher made test on any given area of deficit as seen in children with LD. The tool should be administered on a child and the report on findings to be submitted along with the test.

### **5. CURRICULUM ADAPTATION:**

A student should be asked to adapt a chapter/unit from a selected school subject. The selection should be done with a specific child in mind. The adaptation should be as per the input provided during theory lectures on the same topic.

**6. VISIT AND INTERNSHIP:**

A student to be placed in a school for at least 15 days. During this period the student is required to perform all duties assigned to him/her by the class teacher. A report of work (day wise) along with remarks by the school authorities to be submitted for assessment.

