

SYLLABUS

Integrated B.A. / B.Com. / B.Sc. B.Ed. Special Education

Norms, Regulations & Course Content

REHABILITATION COUNCIL OF INDIA

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GENERAL REGULATIONS OF INTEGRATED B.A./ B.COM. / B.SC. B.ED. **SPECIAL EDUCATION PROGRAMME**

1. Preamble

2015 is a crucial year and the countries around the World have to report their status on education for all children in response to the Dakar Declaration and the Millennium Developmental Goals (MDGs). The goal of Education for All can be realized only when the unreached population including children with disabilities is fully brought under the umbrella of education.

In the light of the MDGs efforts are under way to universalize primary education and in the case of children with disabilities, inclusive approach is advocated to reach out to all children with special needs who are found in large numbers in the rural areas of the Country. In India, several models of integrated education and inclusion were practiced in the past, but the coverage of children with disabilities in general stream is far from satisfactory. For making inclusion successful many parameters should be applied and Human Resource Development is one of the vital ingredients to make inclusion successful. With a view to strengthen Human Resource Development in the areas of disability, Government of India through an Act of Parliament established Rehabilitation Council of India (RCI) in 1992. Though significant achievements have been made in human resources development, the supply of Special Teachers is far lesser than the huge demand. This is evident from the fact that only 11,000 Special Teachers are available to serve the currently enrolled 27 lacs of children with special needs with whooping teacher pupil ratio of nearly 1: 250. Therefore, alternative methods of Human Resource Development are necessary to strengthen the disability sector in India.

2. Aims of the Programme

The Integrated B.A. / B.Com. / B.Sc. B.Ed. Special Education programme aims to prepare teachers for children with disabilities for various educational settings. The programme will prepare human resources to enable them to acquire knowledge in various disciplines and develop competencies and skills in teaching all children.

The objectives of Integrated B.A. / B.Com / B.Sc. B.Ed. Special Education programme are:

- To advance and disseminate knowledge of Special Education in the overall context of national and global developments;
- To develop a broad and holistic perspective which would help the students to understand Special Education and its intricate relationship with society, economy, polity and history;

- To develop professional skills and highest standards of professional behavior and personal integrity;
- To inculcate in every student a sense of responsibility towards the society and respect for human life and dignity;
- To help students to develop qualities of leadership, initiative and drive;
- To develop their overall personality and enhance their abilities to formulate, structure and resolve intricate and complex problems;
- To develop multi-disciplinary enquiry and practical appreciation of problems through the use of class lectures, extension lectures, discussions, case-method of study, simulations, project assignments, field-work and visits;
- To promote co-operative teaching where two or more teachers offer a course and jointly interact with the same class particularly to facilitate multi-disciplinary analysis of problems;
- To prepare and use of reading material containing the course outlines, teaching plan, reading list and study material, articles and excerpts from books, journals and reports;
- To promote internship / placement programme, which will help students in manifold ways besides preparing them for a smooth transition from institutions to their professional careers;
- To provide opportunity for diploma holders in Special Education to upgrade their qualification.

3. General Framework of the Program:

Integrated B.A. / B.Com. / B.Sc. B.Ed special education Programme consists of theory courses as per the following scheme:

Year wise Courses of the Program

Course	Name of the Courses	Hours	Credit
	1st Year		
Course-1	Nature and Needs of Disabilities	60	2
Course-2	Family, Community and children with disabilities	60	2
Course-3	Education in India: A Global Perspective	60	2
Course-4	Introduction to and perspectives of Visual Impairment	60	2
Practical	Practical-I: Visual Impairment	120	4
Foundation Courses	Foundation Course (Compulsory) * of B.A. / B.Com. / B.Sc.	480	16
Elective Courses	Elective Courses* of B.A. / B.Com. / B.Sc.	480	16
		Total	44

	2nd Year		
Course-5	Educational Psychology and Persons with Disabilities	60	2
Course-6	Educational Planning and Management, Curriculum Designing and Research	60	2
Course-7	Aural rehabilitation of children with Hearing Impairment	60	2
Practical	Practical-I: Hearing Impairment	180	6
Foundation Course	Foundation Course (Compulsory) * of B.A. / B.Com. / B.Sc.	240	8
Elective Courses	Elective Courses* of B.A. / B.Com. / B.Sc.	720	24
	Total		44
	3rd Year		
Course-8	Assessment and curriculum planning for students with Mental Retardation	60	2
Practical	Practical-I: Mental Retardation	120	4
Course-9	Learning Disabilities: Introduction and Assessment	60	2
Practical	Practical-I: Learning Disabilities	120	4
Elective Courses	Elective Courses* of B.A. / B.Com. / B.Sc.	720	24
Application oriented Courses	Application oriented Courses* of B.A. / B.Com. / B.Sc.	240	8
	Total		44
	4th Year		
Course-10	Introduction to Locomotor Impairment and Cerebral Palsy	60	2
Practical	Practical-I: Locomotor Impairment & Cerebral Palsy	90	3
Course- 11	Learning methods and strategies for teaching children with Visual Impairment	60	2
Course-12	Teaching strategies and curriculum adaptations for children with Mental Retardation	60	2
Course-13	Education and Curricular Practices for Children with Hearing Impairment	60	2
Course-14	Curricular and Remedial Strategies for Learning Disabilities	60	2
Course-15	Assessment and Intervention for Students with Locomotor Impairment and Cerebral Palsy	60	2
Course-16	Methodology of Teaching in Inclusive Setting	60	2

Practical	VI- 3 credits , HI-3 credits, MR-3 credits, LD-3 credits, and LI & CP-3 credits	450	15
	School Experience Programme	360	12
		Total	44
	Total Credits in Four years including Practical	5280	176

* See **Part-B** for Year wise Courses of Study for B.A. / B.Sc. / B.Com.

Note:

- i. In view of the distribution of theory and practical in the ratio of **40:60**, a weightage of a total of **48 credits of which 32 Credits will be given for Practical** of five respective disabilities areas and **16 Credits for School Experience Programme**.
- ii. The Guidelines provided by RCI pertains to Disability components only. The implementing University / Institutions may follow their existing guidelines of B.A. / B.Sc. / B.Com.
- iii. In the case of institutes following the prescribed pattern, there is no change in the weightage. However, in the case of Universities / Colleges offering semester system, the weightage for theory and practicum may be re-appropriated accordingly with the approval of RCI.
- iv. Universities follow RCI prescribed syllabi. In case of difficulty in deciding the number of papers including the practicum, the course content provided in the RCI syllabi need to be incorporated. If needed, some units may be added or combined to satisfy the University requirements. Additionally, content areas to suit local / regional needs may be included without compromising with the minimum contents approved by RCI. The Universities may be permitted to offer specific core papers with the thrust on disability.

4. Adequacy of the Syllabus

At present teacher preparation in the disability sector is offered at the diploma and B.Ed. level, and it is opined that such cadre of teachers will be able to work effectively in the general classroom setting, inclusive education and also special school settings. Therefore, an integrated programme for duration of four years is envisaged as an ideal model for preparing a large number of multi-skilled teachers. In order to encourage students to take advantage of this programme, it is necessary to offer such a programme through distance mode too and the programme may be called as Integrated B.A. / B.Com. / B.Sc. B.Ed. Special Education.

5. Duration of the Programme

The duration of the course is four academic years. Weightage for marks will be as per the

guidelines of the implementing Universities. Weightage in terms of hours will be as per guidelines prescribed by RCI in the course curriculum.

6. Eligibility for Admission

This programme is open to any students having qualification for entry level is 10+2 with atleast 50% marks and aspires to become a teacher in general education & Special Education. Considering the uniqueness of the programme there is no exit facility at the end of third year. Therefore, every student should compulsorily complete four years once they decide to pursue this programme. There are a large number of two year diploma holders in Special Education who may also look at this programme as a source of career development. Though they have to undergo the four years programme, certain areas such as practicum, internship in particular disability area, skill based courses, some core courses where they have already attained mastery may be awarded weightage in Credits.

Note: Students who have qualified with two year diploma in Special Education in a single disability area will be given credits as per the following schemes:

1. First year- (i) Introduction to Disabilities; (ii) Education in India: A Global Perspectives
2. Second year – (i) Educational Psychology and Children With Disabilities

The student teacher will get credit for these papers and average mark in other papers will be awarded for these papers. In case, student teacher does not want average marks to be added then they may be allowed in the written examinations in these papers also. If the student teacher does not want to avail any credits, they may be allowed to do so and go through the whole course.

7. Course Pattern (Semester/Non-Semester)

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

8. Passing Minimum

The minimum marks for passing in the theory papers are 40% in each theory paper, 50% in practical and 50% in aggregate.

9. Nature of Evaluation

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

10. Reappearing facility

The student who fails in any paper may be allowed to appear in that particular paper only

for a maximum of 3 times within three years. If the student fails to pass the examination after three appearances, he/she will be expected to undergo the entire course again.

11. Improvement of Marks

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. The examination pattern of the special education programmes may be as per the regulations of the implementing Universities / Colleges.

12. Transitory Regulations

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

13. Faculty Requirement

The University / College wishing to offer this course should have one Special Teacher Educator from each disability area namely Visual Impairment (VI), Hearing Impairment(HI), Mental Retardation (MR), Learning Disabilities (LD), Locomotor Impairment & Cerebral Palsy (LI & CP). In addition, one teacher educator for the courses on foundations of education and teacher educator for relevant academic disciplines are required.

14. Infrastructural Facilities

As this programme requires faculty for various disciplines, it is ideal to offer this programme through Universities which have faculties in all disciplines including that of disability sectors. For practicum in disability sector the University can always collaborate with specialized institutes working in the areas of disabilities in their vicinity. It is also advisable to implement this programme through face to face mode and in this context Regional Institutes of Education (RIE) are perfect locations as they are already conducting four year integrated programme in various disciplines and at the same time have adequate infrastructure.

Hearing Impairment

Aids and Appliances Required

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

Learning Disabilities

Devices and Material Required

Devices:

- ❖ Audio visual materials
- ❖ Sensory training material

Materials:

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

- k. Screens

Tests:

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

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

Locomotor Impairment & Cerebral Palsy

Space, Devices and Material Required

Material Required

(A) Locomotor Impairment

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

(B) Cerebral Palsy

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

(C) General

- 1. Rexine mats and bolsters, wedges, low stools for physical management Samples of

- mobility aids - crutches, walkers, wheelchairs
2. Samples of prosthetic and orthotic appliances (in centres where there are no referral centres such as Rehabilitation Unit such as NIOH, RRTC, DDRC) Samples of adaptive furniture and wheelchairs - cut-out trays, floor tables, adaptive seating
 3. Samples of material used for ADL (mealtime management, bathing, use of toilet, dressing etc.)
 4. Samples of Alternative and Augmentative Communication devices - display boards message books, Voice Output communication Aids (VOCAS),
 5. ICT systems for persons with complex communication needs and severe physical disabilities
 6. Mirror
 7. Toys
 8. Assessment tests and checklists on all developmental areas
 9. Audio-visuals on assessment and intervention

Mental Retardation

Devices and Material Required

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

Visual Impairment

Aids and Appliances Required

1. Braille slate and stylus
2. Brailers (Taj or Perkins)
3. Mathematical devices (Abacus, Taylor frame etc.)
4. Tactile aids (including the use of relief papers for preparing geometrical figures)

5. Reading readiness material.
6. An embossed political map of the World with the use of threads.
7. A Physical feature map of Asia.
8. Mobility map of the City or Village where the trainee studies.
9. Inch and Centimeter graph sheets using the Braille.
10. A kit to develop the visual efficiency of a low vision child.
11. A kit for low vision assessment.
12. Materials for adopted physical education.
13. Optical and non-optical devices for low vision.
14. Teaching learning materials for teaching various subjects.
15. Mobility canes.

15. Certification as a Registered Professional

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

16. Award of Degree:

The Implementing Universities will award degree in the following nomenclature suitably:

Integrated B.A. B.Ed. Special Education

OR

Integrated B.Com. B.Ed. Special Education

OR

Integrated B.Sc. B.Ed. Special Education

PART- A

1st Year

Course-1

NATURE AND NEEDS OF DISABILITIES

OBJECTIVES:

(60 Hours)

After studying this paper, the student teachers are expected to

- 1 Explain the different concepts, characteristics, trends and issues in special education
- 2 Discuss the nature, types, characteristics and educational implications of sensory impairment
- 3 Discuss the nature, types, characteristics and educational implications of orthopedic conditions, and neurological impairments.
- 4 Explain the nature, types, characteristics and educational implications of Intellectual Disabilities.
- 5 Explain the nature, types, characteristics and educational implications of Multiple Disabilities
6. Examine the nature, scope and issues in career education and rehabilitation of persons with disabilities.

Course Content:

Block 1: Introduction to Disabilities

(10 Hours)

Unit 1 Concept, Definitions and Characteristics of disability (ICIDH, ICF)

Unit 2 Exceptionality: Concept and Types

Unit 3 Special Education: Definition and History

Unit 4 Service Delivery Systems

Unit 5 Changing Trends and Issues in Special Education

Block 2: Sensory Impairment (Hearing Impairment and Visual Impairment)

(10 Hours)

Unit 1 Hearing and Visual Impairment: Concept, Definitions and Characteristics
Unit 2 Classification and Types of Hearing Impairment and Visual Impairment.
Unit 3 Multi-sensory impairments (Deafblindness) and Associated Conditions
Unit 4 Etiological factors and Prevention
Unit 5 Emerging trends, Issues and Educational Implications.

Block 3: Locomotor Disabilities & Neurological Dysfunctions (10 Hours)

Unit 1 Concept, Definitions and Characteristics of Orthopedic Conditions: Muscular Dystrophy, Spine Bifida, Osteogenesis Imperfecta, Poliomyelitis and Leprosy-cured
Unit 2 Concept, Definitions and Characteristics of Neurological Dysfunctions: Cerebral Palsy, LD, ADD and ADHD
Unit 3 Classification and Types
Unit 4 Etiological factors and Prevention
Unit 5 Emerging trends, Issues and Educational Implications

Block 4: Developmental Disabilities (MR, Slow Learners, ASD) (10 Hours)

Unit 1 Concept, Definitions and Characteristics of MR and Slow Learners
Unit 2 Concept, Definitions and Characteristics of ASD
Unit 3 Classification and Types
Unit 4 Etiological factors and Prevention
Unit 5 Emerging trends, Issues and Educational Implications

Block 5: Multiple Disabilities (10 Hours)

Unit 1 Concepts, Definition and Characteristics
Unit 2 Types / combinations
Unit 3 Etiological Factors and Prevention
Unit 4 Emerging trends and Issues
Unit 5 Educational Implications

Block 6: Career Education and Rehabilitation (10 Hours)

Unit 1 Habilitation and Rehabilitation: Concept, Nature and Need
Unit 2 Education for Independent Living
Unit 3 Transition from school to work, Vocational training and job opportunities
Unit 4 Legal issues in rehabilitation
Unit 5 Emerging trends, Challenges and Implications

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.

Course-2

FAMILY, COMMUNITY AND CHILDREN WITH DISABILITIES

60 Hours

Objectives

After studying this paper, the student teachers are expected to

1. Provide information and support to families and communities towards acceptance of children with disabilities.
2. Select organize and/or develop linkages to provide suitable services to persons with disabilities.

Block 1 –Parent Empowerment

(12 Hours)

- Unit 1 Needs of Parents- Psycho-social, economic, and Cultural
- Unit 2 Parental reaction and attitudes to the child with disabilities
- Unit 3 Types of stress and coping mechanism
- Unit 4 Parent as equal partners in intervention
- Unit 5 Parent as advocates

Block 2 - Family Involvement

(12 Hours)

- Unit 1 Needs and Resources of Family
- Unit 2 Types of family and their impact on the child with disabilities
- Unit 3 Myths, Misconceptions and Prejudices : Intervention
- Unit 4 Role of family members (siblings, grand parents and others)at various developmental stages
- Unit 5 Support and Services for family

Block 3 - Community Participation

(12 Hours)

Unit 1 Social structure- types of communities, cultural identity, multi-lingualism
Unit 2 Community Resources and its Mobilization
Unit 3 Role of community in prevention, identification, and intervention of disabilities
Unit 4 Supporting families
Unit 5 Promoting voluntarism

Block 4 - Facilitating education of children with disabilities (12 Hours)

Unit 1 School readiness-Role of family and community
Unit 2 Transition: Home to school
Unit 3 Educational options- home, centre and school based
Unit 4 Family, school, and community partnership
Unit 5 Indicators of effective family and community support

Block 5 - Community Based Rehabilitation (12 Hours)

Unit 1 Scope, need and importance
Unit 2 Organization of CBR-WHO Matrix
Unit 3 Types of programmes for community awareness and participation
Unit 4 Mass media and materials for community awareness
Unit 5 Universal design- barrier free environment

Reference books

1. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
2. Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
3. Steven. B. (1998). School and Society. Sage Publications.
4. Suresh. D. (1998). Curriculum and child development. Bhargava.
5. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
6. Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.
7. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
8. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
9. Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.
10. Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
11. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.

12. Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
13. Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critical Issues. New Delhi National Book Organisation.
14. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000.. New Delhi IAE Association.

Course-3

EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

60 Hours

Objectives

After studying this paper, the student teachers are expected to

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

Course Content

Block 1: Definition, process and philosophy of education (10 Hours)

Unit 1 – Definition and Meaning of Education

Unit 2 – Aims of Education

Unit 3 – Functions of Education

Unit 4 – Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism

Unit 5 – Historical perspective of Education in India and Abroad

Block 2: Education and Various Commissions (10 Hours)

Unit 1 – Principles of education and special education and Inclusive Education

Unit 2 – Aims, objectives and functions of special education and inclusive education

- Unit 3 – Direction and priorities of general and special education and inclusive education
Unit 4 – Recent trends in Indian Education and special education and inclusive education
Unit 5 – Education For All movement, Education through 21st Century, Various Commissions.

Block 3: Education in the Social Context (10 Hours)

- Unit 1 – Formal, Informal and Non-formal Education.
Unit 2 – Functional literacy, continuous and Life Long Education.
Unit 3 – Community Based Rehabilitation including education.
Unit 4 – Open Learning, Distance Education with reference to General and Special Education and inclusive education
Unit 5 – Value –Oriented Education.

Block 4: Educational Agencies for the National Development (10 Hours)

- Unit 1 – Educational challenges for economic and socio-political development.
Unit 2 – Role of home, community school, society, and mass media.
Unit 3 – Role of Governmental and non-governmental agencies in general and special education.
Such as –NCERT, SCERT, RCI, NCTE.
(a) Resource mobilization through funding agencies and concessions/facilities for the disabled. Education
(b) Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.
(C) International Legislation for Special Education
Unit 4 –International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM
Unit 5 – International and national legislation including UNCRPD

Block 5: Education and the Modern Ethos (10 Hours)

- Unit 1 – Democracy, socialism and secularism.
Unit 2 – Constitutional provisions in human rights.
Unit 3 – Equalization of educational opportunities.
Unit 4 – Education and human resource development.
Unit 5 – Planning and management of human resource development.
Unit 6 – Environmental Education

Block 6: Emerging trends in Special and Inclusive Education (10 Hours)

- Unit 1 – Concept of impairment, disability (activity limitation) and participation restrictions and their implications
- Unit 2 – Concepts and principles of inclusion.
- Unit 3 – Inclusive Education a rights based model
- Unit 4 – Community linkages and partnership of inclusion
- Unit 5 – Role of special schools and special teachers/educators in facilitating inclusive education

Reference books

1. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
2. Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
3. Steven. B. (1998). School and Society. Sage Publications.
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11. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
12. Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
13. Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critical Issues. New Delhi National Book Organisation.
14. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000.. New Delhi IAE Association.

Course-4

INTRODUCTION TO AND PERSPECTIVES OF VISUAL IMPAIRMENT

(60 Hours)

Objectives

After studying this course, the student-teacher will be able to:

1. narrate the evolutionary process of the development of services for children with visual impairment;
2. define blindness, low vision and other related terminology;
3. describe anatomy and physiology of eye including eye diseases;
4. describe the impact of visual impairment on the personality development of the child with visual impairment; and
5. describe various educational service options available for children with visual impairment.

Block 1: Historical Perspectives of Education of Children with Visual Impairment

(10 Hours)

Unit 1: Historical development in India and Abroad

Unit 2: Cascade system of service delivery

Unit 3: Models of Integrated Education: resource model, itinerant model, combined model, cluster model, cooperative model, dual teaching model, multi-skilled teacher model

Unit 4: Development of inclusive education

Unit 5: Current status of education of visually impaired children with additional disabilities

Block 2: Nature of Visual Impairment

(10 Hours)

Unit 1: Concept of impairment

Unit 2: International classification of impairment including ICF 2005

Unit 3: Definition and Classification of blindness and low vision

Unit 4: Incidence and prevalence of visual impairment

Block 3: Eye and Eye Care

(10 Hours)

Unit 1: Anatomy and Physiology of the Eye

Unit 2: Visual acuity, refraction, fusion, depth perception

Unit 3: Visual deficit - tunnel vision, loss of visual field, central scotoma, low vision

Unit 4: Refractive errors – myopia, hyperopia, astigmatism

Unit 5: Common eye diseases – cataract, glaucoma, traucoma, corneal ulcer, xerophthalmia, retinitis pigmentosa, macular degeneration, optic atrophy

Block 4: Psycho-social Implications of Visual Impairment

(10 Hours)

Unit 1: Psychological and Social Implications of visual impairment

Unit 2: Effects of blindness on growth and development – physical, social, intellectual and emotional

Unit 3: Effects of visual impairment on personality development, verbalism and mannerism

Unit 4: Coping with adolescence and transition planning

Block 5: Development of Inclusive Education

(10 Hours)

Unit 1: Concept and importance of inclusive education

Unit 2: Central scheme of inclusive education of children with disabilities at Secondary scheme

Unit 3: Role of functionaries – Headmasters/Headmistress/Principles, Special teachers, Classroom teachers, Parents and Peers

Unit 4: Factors responsible for successful integration and inclusion

Unit 5: Importance of Sarva Shiksha Abhiyan

PRACTICUM

(10 Hours)

Observation of the activities and programmes of one institution serving children and youth with visual impairment and writing a report

Reference books

1. ICEVI (1995). Reaching the Unreached. Asian conference Proceedings. Ahmedabad: Blind People's Association
2. Mani. M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi : Sterling Publishers.

3. Mani. M.N.G. (1992). Concept Development of Blind Children. Coimbatore : Sri Ramakrishna Vidyalaya Printing Press.
4. Mani. M.N.G. (1992). Ingredients of IED. Mukkimalai : Nivis Publishers.
5. Moores. D.F. (1982). Educating the Deaf: Psychology, Principles and Practices (2nd Ed.) Boston: Houghton Mifflin.
6. Pandy, R.S and Advani, Lal (1995). Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
7. Punani. B and Rawal, N (1997). Community Based Rehabilitation (Visually Impaired). Bombay : NAB.
8. Radha Bai. Et al. (Ed.) (1995). All colours are There. Trichy: Holy Cross Service Society.
9. Tuttle. D. (1984). Self-esteem and Adjusting with Blindness. Springfield, IL : Charles C. Thomas.
10. UNESCO (1997). International Consultation on Early Childhood Education and Special Educational Needs. Paris.
11. WHO (1992). Prevention of Blindness. Geneva.
12. Ysseldyke. J.E. & Algozzine. (1982). Introduction to Special Education. Boston: Houghton.
13. Barraga. N.C. (1976). visual Handicaps and Learning. A Developmental Approach. California : Wordsworth.
14. Faye. E.E., (Ed.) (1984). Clinical Low vision. Boston : Little, Brown and Co.
15. Jose. R. (1983). Understanding Low Vision. New York American Foundation for the Blind.
16. Keefee. J.E. (1994). Assessment of Low Vision in Developing Countries. Book 1.
17. Keefee. J.E. (1994). Assessment of Low vision in Developing Countries. Book 2. The Effects of Low Vision and the Assessment of Functional Vision. Melbourne The university of Melbourne.
18. Mani. M.N.G. (1995). Reading Preference Test to Children with Limited Vision. Coimbatore:S.R.K.V. College of Education.
19. World Health Organization (1993). Management of Low Vision in Children. Geneva.
20. World Health Organization (1997). Gobar Initiative for the Elimination of Avoidable Blindness. Geneva.
21. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum : Kerala Federation of the Blind.

PRACTICAL

(Visual Impairment)

Braille

(120 Hours)

- (a) Reading and Writing Bharati Braille as applicable to regional languages, Standard English (Grade I & II), Braille mathematical code of India, Science notations and Introduction to Braille Hindustani/ Karnatic music code as applicable, Computer Braille code
- (b) Use of the Braille and Slate and stylus

Foundation Courses

Foundation Course (Compulsory) of B.A. / B.Com. / B.Sc.

(See PART-B)

Course Code	Title of the Course	Credits
BSHF-101	Foundation Course in Humanities & Social Sciences	8
FST-1	Foundation Course in Science & Technology	8
Total		16

Elective Courses

Elective Courses - of B.A. / B.Com. / B.Sc.

-

16 Credits **(See Part-B)**

2nd Year

Course-5

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

60 Hours

Objectives

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

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

Course Content

Block-1 Introduction to Psychology

(10 Hours)

Unit 1 – Definition, Nature and Scope of Psychology.

Unit 2 – Educational psychology: scope and relevance to general education.

Unit 3 – Role of educational psychology in special education.

Unit 4 – Theories of motivation, attention and perception and its application in education.

Unit 5 – Implications of the above with regard to specific disabilities.

Block 2: Growth and Development

(10 Hours)

- Unit 1 – Meaning, Definitions and Principles of Growth and Development.
- Unit 2 – Influences of heredity and environment.
- Unit 3 – Stages of Development with reference to children with disabilities.
- Unit 4 – Developmental needs from infancy through adolescents
- Unit 5 – Developmental delay and deviancies

Block 3 Learning & Individual difference (10 Hours)

- Unit 1 – Definition, Meaning of Learning and Concept formation.
- Unit 2 – Learning –Domains and factors affecting learning.
- Unit 3 – Theories of learning (behavioural, cognitive and social), and their application to special education
- Unit 4 – Memory and strategies for enhancing memory
- Unit 5- Definition, Meaning of Individual difference.
- Unit 6 – Implications of the above with regard to various disabilities.

Block 4: Intelligence, Aptitude and Creativity (10 Hours)

- Unit 1 – Meaning and definition of intelligence and aptitude.
- Unit 2 – Theories of intelligence
- Unit 3 – Concept of Creativity, its process, characteristics of creative people, and teacher’s role in stimulating creativity.
- Unit 4 – Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT/BLAT, DST)
- Unit 5 – Implications of the above with regard to various disabilities.

Block 5: Personality (10 Hours)

- Unit 1 – Meaning and Definition of personality.
- Unit 2 – Theories of personality
- Unit 3 – Frustration and conflict, defence mechanisms and behavior deviations,
- Unit 4 – Mental health and signs and symptoms of maladjustment
- Unit 5 – Implications of disabilities in personality assessment.

Block 6: Guidance and Counselling (10 Hours)

- Unit 1 – Meaning nature and scope of guidance and behavior and role of home. .

Unit 2 – Approaches and techniques of guidance and behavior with reference to various disabilities.

Unit 3 – Vocational guidance, assessment, training, avenues and perspectives

Unit 4 – Discipline and management of class room behavior problems.

Unit 5 – Yoga and other adjunctive aids.

Reference books

1. Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
2. Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York : Academic Press,
3. Butcher. H.J. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
4. Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
5. Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
6. Hunter, Ian. M.R. (1994). Memory, London : Penguin Books.
7. Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century.
8. Munn. N.L. (1997). Introduction to Psychology. Delhi.
9. Petri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth.
10. Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.
11. Simth, MDaniel. (1998). Educational Psychology. New York : Allyn & Bacon.
12. Skinner. B.F. (1997). verbal Behaviour. New York : Appleton century Crofts.
13. Travers. R.M. (1993). Educational Psychology. New York: Macmillan,
14. Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev., Vol. 20.
15. Woodworth. R.S. (1994). Experimental Psychology, New York: Hot
16. Barciey. J.R. (1993). Counselling and Philosophy. San Francisco.
17. Floelick. C.P. (1988). Guidance Services in Schools. New York : Allyn & Bacon.
18. Jones. A.P. (1994). Principles of Guidance. New York: Holt.
19. Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India.

Course-6

EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

60 Hours

Objectives

1. After studying this paper, the student teachers are expected to realize the following objectives:
2. Discuss the meaning, need and scope of educational management.
3. Define the concept and meaning of curriculum and instructional strategies.
4. Explain the concept, meaning, scope and types of educational technology.
5. Describe the need and scope of educational research.
6. Discuss the meaning, scope and types of educational evaluation.

Course Content

Block 1: Educational Management

(10 Hours)

Unit 1 - Definition, Meaning, Need, Scope of Educational Management.

Unit 2 - Concept and Principles of Institutional Planning and Management, Admission with focus on zero rejection

Unit 3 - Inspection, supervision and mentoring.

Unit 4 - Institutional Organization, Administration and Evaluation.

Unit 5 - Types of Leadership and Organizational Climate

Block 2: Curriculum

(10 Hours)

Unit 1 - Definition, Meaning and Principles of Curriculum,

Unit 2 - Principles of curriculum development and disability wise curricular adaptations.

Unit 3 - Curriculum planning, implementation and evaluation – implications for disabilities and role of teacher.

Unit 4 - Types and importance of co-curricular activities

Unit 5 - Adaptations of co-curricular activities.

Block 3: Instructional Strategies

(10 Hours)

Unit 1 - Theories of instruction – Bruner and Gagne .

Unit 2 - Approaches to instruction -cognitive, behavioural, and eclectic.

Unit 3 - Design instruction -macro design.

Unit 4 - Organizing individual, peer, small group, large group instructions.

Unit 5 - Teaching materials -aids and appliances, other equipment -development.

Block 4: Educational Technology

(10 Hours)

Unit 1 - Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.

Unit 2 - Role and types of audio-visual aids in teaching and application of multi media in teaching and learning

Unit 3 - Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.

Unit 4 - Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.

Unit 5 - TLM: Importance, need and guidelines on use of TLM with reference to various Disabilities.

Block 5: Educational Research

(10 Hours)

Unit 1 - Definition, Need and scope of educational research

Unit 2 - Principles of Research in Education.

Unit 3 - Types of research - fundamental, applied and action

Unit 4 - Tools of research.

Unit 5 - Overview of research studies in special education in India.

Block 6: Educational Evaluation

(10 Hours)

Unit 1 - Definition, Meaning, scope and types of evaluation.

Unit 2 - Various types of tests.

Unit 3 - Characteristics of a good test

Unit 4 - Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.

Unit 5 - Presentation of data - graphs, tables and diagrams.

Reference books

1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
2. Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
3. Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
4. Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
5. Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
6. Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of Educational Technology. Anmol Publications.
7. Tara Chand. (1992). Educational Technology. Anmol Publication.
8. Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
9. Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
10. Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
11. Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
12. Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
13. Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.
14. Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
16. D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
17. Govt. of India, Persons with Disability Act, 1995.
18. Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
19. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada.

Course-7

Aural Rehabilitation of children with hearing impairment

60 Hours

Objectives:

To acquire knowledge about

- 1) Anatomy and Physiology of hearing and speech mechanism.
- 2) Development, assessment of hearing and speech milestones
- 3) Understanding the impact of deafness and restoration by way of amplification devices.
- 4) Communication options and strategies to facilitate communication in children with Hearing Impairment.
- 5) Role of community and media in prevention and rehabilitation of hearing loss.

Block 1: Hearing and Speech mechanism

(10 Hours)

Unit 1: Structure of Ear and physiology of Hearing

Unit 2: Anatomy and Physiology of Respiratory, Phonatory, Articulatory and Resonatory System

Unit 3: Pre-requisites for development of Spoken language

Unit 4: Milestones in development of Hearing

Unit 5: Milestones in development of Spoken language

Block 2: Hearing Loss

(10 Hours)

Unit 1: Prevalence and Incidence of hearing loss

Unit 2: Causes, types, Classification of hearing loss

Unit 3: Impact of hearing loss on communication, literacy, education and socio emotional aspects.

Unit 4: Measurement of hearing, interpretation of Audiological information

Unit 5: Modes of communication for Deaf and Hard of Hearing individuals.

Block 3: Management of hearing loss (10 Hours)

Unit 1: Amplification and assistive listening devices, types, Care and maintenance

Unit 2: Selection and Fitment of amplification devices and ear mould

Unit 3: Speech perception and Auditory Training.

Unit 4: Classroom acoustics, its management and strategies for noise reduction.

Unit 5: Role of Technology and technological advancements

Block 4: Speech Production and Evaluation (10 Hours)

Unit 1: Characteristics and parameters of Speech

Unit 2: Segmental, Non-segmental, and supra-segmental aspects of Speech

Unit 3: Description and Classification (Vowels, Consonants, Diphthongs)

Unit 4: Assessment and development / teaching of Speech

Unit 5: Speech intelligibility meaning, assessment and improvement

Block 5: Community involvement for rehabilitation (10 Hours)

Unit 1: Awareness programme

Unit 2: Institution and community based Rehabilitation

Unit 3: Community mobilization and participation for prevention and rehabilitation

Unit 4: Role of media in prevention, identification and rehabilitation

Unit 5: Creating a barrier free environment for Deaf and Hard of hearing Children

Audiology

Practicum: (5 hours)

Observing and studying a model of hearing mechanism and collecting information on various individual (including cochlear implants) and group amplification system and making a journal for it.

Practical: (90 Hours)

An observation report of each of the following may be compiled into a journal

1. Audiometer , its parts and functions (10 hour)
2. Audiometry (2 cases one each of pure tone and free field) (4 hours)
3. Mapping of two children with cochlear implants. (8 hours)
4. Hearing Aid Trial of 2 children with hearing impairment (8 hours)
4. Interpretation of Un-aided and aided Audiogram (10 hours)

- | | |
|--------------------------------------------------------------------------|------------|
| 5. Ear-mould making | (10 hours) |
| 6. Administration and interpretation of Ling's six sound test | (10 hours) |
| 7. 10 lessons of auditory training on 2 children with hearing impairment | (20 hours) |
| 8. Trouble shooting of hearing aids and cochlear implants | (10 hours) |

Speech

Practicum: (5 hours)

Observing and studying the model of speech mechanism, classification of speech errors in children with hearing impairment and making a journal for it.

Practical: (90 Hours)

An observation report of each of the following may be compiled into a journal

1. Observing and reporting identification of various non segmental, segmental and suprasegmental parameters of speech of five children with hearing impairment. (10 hours)
2. Assessing speech characteristics and evaluating intelligibility of two children with hearing impairment (10 hours)
3. Preparing word list for speech sounds of own language with the target speech sounds in initial medial and final position (10 hours)
4. Developing kit for speech assessment (10 hours)
5. Developing kit for teaching speech (10 hours)
6. Journal comprising description of production of various speech sounds (10 hours)
7. Transcribing speech sounds using IPA. (10 hours)
8. Lessons on evaluating and teaching speech (20 hours)

Reference books

1. Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press. 1978.
2. Dale, P. Language development, New York Holt Rinehart & Winston 1976.
3. Templin, M., Certain language skills in children. Minneapolis University of Minnesota Press, 1957.
4. Trantham, C., & Pederson, Normal language development. Baltimore Williams & Wilkins Co., 1976.
5. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Rwo, 1977.
6. Emerick, L., Hatten, J., Diagnosis and evaluation in speech pathology. Englewood Cliffs, NJ Prentice-Hall, 1985.
7. Travis, E. (Ed) Handbook of speech pathology. Englewood Cliffs NJ Prentice Hall, 1971.
8. Winitx, H. From Syllable to conversation. Baltimore: University Park press, 1975.
9. Stark, 3. Reading failure: A language based problem. Asha, 1975 17, 832-834.
10. Jeffers & Barley, N., Speech reading (Lip reading). Spring field, IL Charles C. Thomas, 1975.
11. O'rouke, T., A basic course in manual communication, Siller Spring MD National Association of the Deaf, 1970.
12. Sanders, D.A., Aural Réhabilitation. Englewood Cliffs, N.J: Prentice-Hall, 1971.

Foundation Course

Foundation Course (Compulsory) of B.A. / B.Com. / B.Sc.

(See PART-B)

Course Code	Title of the Course	Credits
FEG-1	Foundation Course in English-1 OR	4
FHD-2	Foundation Course in Hindi-2	4

Optional Courses: (Choose any one) Modern Indian Languages a Foundation Course in any of the following Modern Indian Languages is to be opted:

Course Code	Language	Credits
FAS	Assamese	4
FBG	Bengali	4
FEG	English	4
FGT	Gujarati	4
BHDF	Hindi	4
FKD	Kannada	4
FML	Malayalam	4
FMT	Marathi	4
FOR	Oriya	4
FPB	Punjabi	4
FTM-	Tamil	4
FTG	Telugu	4
FUD	Urdu	4
BSKF	Sanskrit	4
BBHF	Bhojpuri	4
BMAF	Maithilee	4

Elective Courses

Elective Courses - of B.A./B.Com./B.Sc. - 28 Credits (See Part-B)

3rd Year

Course-8

Assessment and curriculum planning for students with Mental Retardation

(60 Hours)

Objectives:

After going through this course the student will be able to:

- Explain nature, needs, characteristics and classification of children with MR.
- Describe various assessment tools, procedure and evaluation tools.
- Develop curriculum for various age levels.
- Conduct assessment at the stage of transition from school to work.

Block 1: Nature and needs of children with Mental Retardation

(10 Hours)

Unit 1: Definition, identification of children with MR, difference between mental retardation and mental illness, mental retardation and learning disability.

Unit 2: Incidence and prevalence, causes and prevention

Unit 3: classification, characteristics of children with mild, moderate, severe and profound intellectual disability.

Unit 4: Intervention and educational models.

Unit 5: Schemes and facilities of Govt. of India.

Block 2: Identification and Assessment

(10 Hours)

Unit 1: Concept and importance of screening and identification, tools for screening and identification.

Unit 2: Assessment - concept, definition, purpose and & types

Unit 3: Assessment tools: MDPA, FACP, BASIC-MR, GLAD. Aarambh package, BASAL-MR
Unit 4: Maladaptive behavior – Types and assessment
Unit 5: Early intervention: importance, models and strategies

Block 3: Transitional and vocational assessment (10 Hours)

Unit 1: Support Intensity assessment,
Unit 2: Vocational assessment
Unit 3: Transition from school to work
Unit 4: Vocational Training
Unit 5: Employment Models – Supported, Sheltered, self employment. Inclusive employment, home based employment.

Block 4: Curriculum planning at Pre primary and Primary level (10 Hours)

Unit 1: Principles, approaches and types of curriculum development
Unit 2: Approaches to curriculum transaction – child centred, activity centred and holistic
Unit 3: Curriculum domains and planning curriculum at pre primary level
Unit 4: Curriculum domains and planning curriculum at primary level
Unit 5: Curriculum planning for individual needs and group teaching for pre primary and primary level children including curricular and cocurricular activities with focus on inclusive education.

Block 5: Curriculum planning at secondary and prevocational levels (10 Hours)

Unit 1: Curriculum domains and planning curriculum for secondary level - Curriculum transaction – at special and inclusive settings .
Unit 2: Functional Academics and Community based curriculum
Unit 3: Curriculum planning for transition from school to work
Unit 4: Teaching of co-curricular activities – music, drama, art & craft, physical education & yoga.
Unit 5: Evaluation of Curriculum outcome.

PRACTICUM (10 Hours)

Observe class rooms – one special class for children with MR and one inclusive class with children with MR. Analyze and write a report in terms of structure, physical facilities, teaching learning environment, content method, and evaluation.

Reference books

1. Overton, T. (1992). *Assessment in Special Education An Applied Approach*. New York McMillan.
2. Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi Vikas Publications.
3. Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Retarded Persons*, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edition, Prentice Hall.
5. Taylor, R.L. (1993). *Assessment of Exceptional Students Educational and Psychological Procedures*. Boston : Allyn & Bacon.
6. Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction*. University of Alberta, Alberta,
7. Longone, 3. (1990). *Teaching Retarded learners Curriculum and Methods for improving instruction*. Boston : Allyn & Bacon
8. Narayan, 3. & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons*. Pre-primary level. NIMH, Secunderabad.
9. Peshwaria, R. and Venkatesan. 5. (1992) *Behavioural retarded children A manual for Teachers*. NIMH, Secunderabad.
10. Evans, P and Verma, V. (Eds.) (1990) *Special Education. Past Present and Future*. The Faimer Press.
11. Repp A.C. (1983) *Teaching the Mentally Retarded*, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) *Curriculum Based Assessment in Special Education*. San Diego Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) *Mentally Retarded Children in India*. New Delhi Mittal Publication.
14. Sharma, P. (1995). *Basics on Development and Growth of a child*, New Delhi Reliance.
15. Narayan, J. Myreddi, V. Rao, S. (2002). *Functional Assessment Checklist for Programming*, NIMH, Secunderabad.
16. Jeyachandaran, P. Vimala, V. (2000). *Madras Developmental Programming System*
17. Myreddi, V. & Narayan, J. *FACP – PMR*, NIMH, Secunderabad.

18. Narayan, J. Graduate Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
19. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
20. Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
21. Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
22. Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

Practical I: (120 hrs)

(MR)

- Institutional Visits – Special School (minimum 5 special educational settings for MR) 30hrs
- Case Studies – I.E.Ps (Mild & Moderate) 30hrs

Practicals in Therapeutics

- Occupational Therapy (2 Cases) 15 hrs
- Physio therapy (2 Cases) 15 hrs
- Speech Therapy (2 Cases) 15 hrs
- Behavioral Modification (2 Cases) 15 hrs

Course-9

Learning Disabilities: Introduction and Assessment

Objectives:

(60 Hours)

By successfully completing this course, students will be able to:

- Describe characteristics of learning disabilities.
- Summarize types and prevalence of learning disabilities.
- Summarize causes of learning disabilities.
- Explain the concept of screening, identification, and assessment of children with learning disabilities.
- Illustrate the cognitive deficiencies and assessment in cognitive and curricular areas. .
- Demonstrate skills in diagnosing the educational problems encountered by learning disabled children.

BLOCK 1 Introduction to learning Disability

(10 Hours)

Unit 1: Definition, Incidence and prevalence of Learning Disabilities.

Unit 2 : Etiology, Types and Characteristics of Learning Disability

Unit 3 : Associated Conditions

Unit 4 : Contributions of -Contribution of Orton-Gillingham, Myklebust, Kephart, Fernald, Cruickshank, Kirk, Kim Reid & Resko

Unit 5 : Services for the LD: National and International scenario.

BLOCK 2 : Assessment of Children with Learning Disability

(10 Hours)

Unit 1: Concepts of screening and Identification of learning disabled children

Unit 2: Assessment of the educational needs of disabled children

Unit 3: Identification of criteria –Inclusion Criteria and Exclusion Criteria, Discrepancy

Unit 4: Need for early identification and intervention

Unit 5: Intervention of late identified children and intervention strategies

BLOCK 3: Deficiencies in Cognitive Processes and Assessments of: (10 Hours)

Unit 1: Attention, Perception memory and Thinking

Unit 2: Motor

Unit 3: Readiness skills

Unit 4: Language

Unit 5: Reading, Writing, Spellings and Maths skills

BLOCK 4 : Language and Children with Learning Disabilities (10 Hours)

Unit 1: Language Development and Bilingualism

Unit 2: Systems of Language

Unit 3: Oral Language – Listening and Speaking

Unit 4: Written Language – Reading and Writing

Unit 5: Language implications in LD

BLOCK 5: Methods, tools and tests of assessment (10 Hours)

Unit 1 Use of assessment tests

- a) Wechlers Intelligence Scale/ Indian adoption of Standard-Binet Test of Intelligence by S.P. Kulsreshtha/ Malins intelligence scale for children
- b) Ravens Progressive Matrices
- c) Bender Gestalt Visuo-Motor Test
- d) Grade Level Assessment Test (GLAD)
- e) Diagnostic Test of Learning Disability (DTLD)
- f) Diagnostic Test of Reading Disorders (DTRD)
- g) Aston Index for Screening Children with Learning difficulties.

Unit 2: Interpretation of tests reports / results for educational programming

Unit 3: Observations and Interviews, Questionnaires, Rating Scales and Checklists

Unit 4: Differential Diagnosis

Unit 5 : Writing a case report

PRACTICUM (10 Hours)

1. Prepare and use interviews schedule for educational assessment.
2. Observe two different classrooms for students with learning disabilities.
3. Prepare a checklist for screening Learning Disability

Reference books

- 1 Alfred Adamson & Adamson. (1979) Handbook of Specific Learning Disabilities, Gardner Press USA
- 2 Bryan, T. and Bryan, J.H. (1975). Understanding Learning Disabilities. New York

- 3 John, S.W and Morasky, R.L (1980) Learning Disabilities. New York: Allyn and Bacon
- 4 Langone, J (1990) Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.
- 5 Lerner, J. W (1985). Learning Disabilities. Boston: Houghton Mifflin
- 6 Raj F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- 7 Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers.
- 8 Ashlock, P. (1972). Errors Patterns in Competition. A Semi-Programmes Approach. Columbus. Ohio-Charles
- 9 Bender, W. N.,(1995) Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
- 10 Lerner, J. W(1985). Learning Disabilities. Boston: Houghton Mifflin
- 11 Lindsay, G. (Ed.) (1984). Screening for children with Special Needs. London: Groom
- 12 Swady, E.R. (1989) Diagnosis & Correction of Reading, Difficulties, Boston: Allyn & Bacon
- 13 Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1st Edition,
- 14 Taylor, B and others (1988) Reading Difficulties: Instruction and Assessment, Random House, New York.
- 15 Venkateswanshu, D.,(2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications:

PRACTICAL-I

(Learning Disabilities)- 120 Hours

1. Adaptation of at least three topics (maximum five) in any two curricular areas. **(50 Hours)**
2. Preparation of a transition plan of any level for students with Learning Disabilities **(50 Hours)**
3. Visit to a inclusive School & Learning Disability School **(20 Hours)**

Elective Courses

Elective Courses - of B.A./B.Com./B.Sc.

20 Credits (See Part-B)

Application oriented Courses

Application oriented Courses of B.A./B.Com./B.Sc.

8 Credits (See Part-B)

4th Year

Course 10

Introduction to Locomotor Impairment and Cerebral Palsy

Objectives:

(60 Hours)

The trainees are expected to acquire a basic knowledge on nature, needs, characteristics and identification of children with locomotor impairment and cerebral palsy.

BLOCK 1: Nature and Needs of Locomotor Impairment and Cerebral Palsy (10 Hours)

Unit 1: Definition, Incidence and Prevalence

Unit 2: Types/Classification, Characteristics, Identification

Unit 3: Etiology, Prevention, Immunization

Unit 4: Identification and Screening

Unit 5: Early Intervention and models of rehabilitation,

BLOCK 2: Developmental Milestones and Theories (10 Hours)

Unit 1: Growth and Development - principles, stages, factors affecting development

Unit 2: Holistic development – all domains

Unit 3: Implications of atypical development

Unit 4: Learning to and through play, Communication

Unit 5: Applying typical developmental approach to screening and diagnosis of CP

BLOCK 3: Introduction to Basic Anatomy and Physiology of the human body (10 Hours)

Unit 1: General introduction to the various systems of the body and their functions

Unit 2: The organizations of the nervous system: CNS, PNS, ANS and their functions

Unit 3: Anatomy, Structure and functions of sense organs – eye, ear, speech organs

Unit 4: The mechanism of sound production, chewing, swallowing

Unit 5: Anatomy, structure and function of musculo-skeletal system, Maintenance of posture and balance and Gait

BLOCK 4: Locomotor Impairment (10 Hours)

Unit 1: Definitions and causes – Polio, Club foot, Congenital Disorders of Hip, Muscular Dystrophy, Deficiency disorders, Hansen’s disease, Post Fracture complications, Congenital disorders

Unit 2: Spinal cord conditions - definitions and classification of spinal bifida, syringomelia, pott’s spine, deformities of spine, kyphosis, scoliosis, lordosis

Unit 3: Orthosis and Prosthesis – definitions, classifications, functions

Unit 4: Mobility aids and low cost equipments

Unit 5: Sensitization to the assistive devices

BLOCK 5: Cerebral Palsy (10 Hours)

Unit 1: Conditions, Classification and Characteristics

Unit 2: Associated conditions – MR, DHH, VI, Speech disorders, Epilepsy ADHD, Autism, Microcephaly and Hydrocephaly

Unit 3: Augmentative and Alternative communication

Unit 4: Differential Diagnosis with other disabilities

Unit 5: Mobility aids, low cost equipments and sensitization to the assistive devices

PRACTICUM (10 Hours)

Observation and Visits to community based inclusive settings

References

1. Guha, Aloka (1955). Compilation of Reading in Special Education, The Spastics Society of Tamil Nadu, Madras, India.
2. Pandey R.S. and Advani L. (1955), Perspectives in Disability and Rehabilitation, New Delhi; Vikas Publication
3. Prasad Lakshman (1994), Rehabilitation of the Physically handicapped, Konark Publishers Pvt. Ltd.
4. MSJ & E (1999), Difficulties, Indian Association for Special Education & Rehabilitation & Handicapped Welfare Federation, New Delhi
5. RCI (1998). Bridge Course Manual in the field of Locomotor Impairment and Associated Disabilities, 23-A, Shivaji Marg, New Dehil.
6. Rehabilitation Council of India. Status of Disability in India – 2000; Ministry of SJ & E.
7. Sussman, M.D9 (1991). The Diplegic Child, Published by the American Academy of Orthopedic Surgeons.

8. Werner, D. (1998). Nothing about us without us. Developing Innovative Technologies for By and with Disabled Persons USA Published by Health Wrights.

**Practical-I
(LI & CP)**

Three Case Studies (1- Locomotor Impairment, 2- Cerebral Palsy)

(90 Hours)

Course-11

**LEARNING METHODS AND STRATEGIES FOR TEACHING CHILDREN WITH
VISUAL IMPAIRMENT**

(60 Hours)

Objectives:

After studying this course, the student-teacher will be able to:

1. list out various approaches to be adopted in teaching children with visual impairment;
2. demonstrate expertise in teaching expanded core curricular skills to children with visual impairment;
3. demonstrate techniques of teaching language skills to children with visual impairment;
4. explain the educational needs and practice of children with low vision; and
5. explain the nature and needs of visually impaired children with associated disabilities

Block 1: Need for Various Approaches in Teaching Children with Visual Impairment

(10 Hours)

Unit 1: Process of providing non-visual experience to visual ideas

Unit 2: Learning stage – sensory motor, concrete operation and abstract thinking (logical operations)

Unit 3: Compensatory instruction for concept development and learning

Unit 4: Pedagogy of inclusive education

Unit 5: Learning style and Child centered teaching

Block 2: Teaching Expanded Core Curricular Skills

(10 Hours)

Unit 1: Introduction and techniques of teaching various daily living skills to children with visual impairment

Unit 2: Techniques of teaching of orientation and mobility, importance of orientation and mobility for persons with visual impairment

Unit 3: Braille – Techniques of teaching Braille, reading and writing skills, reading readiness activities

Unit 4: Knowledge of various aids and applications

Unit 5: Sensory training: Importance, objectives and procedures; Tactile sense; Auditory sense; Olfactory sense; Kinesthetic sense and Multi-sensory approach

Block 3: Curricular Adaptation

(10 Hours)

Unit 1: Importance of curricular adaptations

Unit 2: Direct and indirect services, material development and presentation

Unit 3: General principles of material preparation: Duplication, modification, substitution and omission

Unit 4: Use of adapted instructional material for teaching and learning subjects such as language, mathematics, science, social science

Unit 5: Creative arts and adapted physical education activities, yoga, strategies for coping with stress

Block 4: Education of Children with Low Vision

(10 Hours)

Unit 1: Assessment of low vision

Unit 2: Educational issues and challenges of children with low vision

Unit 3: Visual stimulation and visual efficiency

Unit 4: Low vision aids: magnifiers, large print materials and computers

Unit 5: Education of low vision children with associated intellectual impairment, hearing impairment and neurological impairment including classification, assessment and teaching strategies

Block 5: Visually Impaired Children with Associated Disabilities

(10 Hours)

Unit 1: Concept of associated disabilities

Unit 2: Types of associated disabilities – Hearing impairment, Mental retardation, Locomotor and Neurological disorders and Learning disabilities

Unit 3: Deafblindness – learning needs, teaching strategies and material adaptations

Unit 4: Importance of Early intervention

Unit 5: Support services – Modification and Implications

PRACTICUM

(10 Hours)

1. Observation of teaching children with visual impairment in different classes and preparing a list of learning needs of children with visual impairment in different subject areas
2. Reading Readiness: Preparation and use of reading readiness material
3. Preparation and use of functional vision assessment tests and visual efficiency training for children with low vision

References books

1. Fernandez. G, Koenig. C, Mani. M.N.G. and Tensi. 5. (1999) See with the Blind, Bangalore: Books for change.
2. Jaekle, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. Germany: Christoffel Blindenmission.
3. Jangira. N.K. & Mani. M.N.G. (1991). Integrated Education of the Visually Handicapped, Management Perspectives. Gurgaon: Academic Press.
4. Mani. M.N.G. (1991). Braille. Instructions for Teacher Preparation in Tamil Nadu. Coimbatore: Classic Publications.
5. Mani. M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers Private Limited.
6. Mani. M.N.G. (1997). Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.
7. Punani. B. and Rawal. N.(1993). Handbook: Visual Handicap. New Delhi: Ashish Publishing House.
8. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum : Kerala Federation of the Blind.

PRACTICAL-II **Visual Impairment**

1. Orientation and Mobility **(30 Hours)**
 - a) Sighted Guide Technique
 - b) Pre-cane skills
 - c) Cane techniques
 - d) Knowledge and practice (if available) on electronic mobility devices
 - e) Preparation and use of Mobility Maps (Audio and Tactile)
2. Teaching Daily Living Skills **(20 Hours)**
3. Assistive Devices **(30 Hours)**
 - a) Use of Taylor frame, abacus and other mathematical devices
 - b) Use of screen reading, magnification software and other talking equipments
 - c) ICT in the classroom
 - d) Use of adapted physical education equipment and appliances
4. Transcription of Braille materials into print in English and Regional language and vice versa **(10 Hours)**

Course 12

Teaching strategies and curriculum adaptations for children with Mental Retardation

(60 Hours)

Objectives:

After going through this course the student will be able to:

- Describe and implement the various teaching strategies.
- Develop and implement educational plans.
- Prepare and use curriculum adaptations as per the individual needs of the students
- Manage the behavioural, communication and motor problems of students with MR.
- Prepare and use teaching learning material.

Block 1: Teaching Strategies

(10 Hours)

Unit 1: Principles of teaching

Unit 2: Stages in learning – Acquisition, maintenance, fluency and generalization - concept learning

Unit 3: Teaching Approaches and strategies: Multisensory, Visual-Auditory-Kinesthetic-Tactile (VAKT), Behavioral approach and strategies – Task analysis, chaining, modeling, shaping, prompting and fading, reinforcement, cognitive approach – cognitive behavior modification.

Unit 4: Record maintenance and monitoring progress

Unit 5: Importance, preparation and use of teaching learning material for children with MR and importance of computer Assisted Instruction (CAI).

Block 2: Co-curricular Activities

(10 Hours)

Unit 1: Relevance, importance and types of co-curricular skills

Unit 2: Visual Arts (Art and Crafts)

Unit 3: Performing Arts (dance, music, drama, mimicry and puppetry)

Unit 4: Physical Education – Yoga, Play, Sport & games

Unit 5: Emerging trends and activities – Special Olympics, Very Special Arts.

Block 3: Management of behavioural, Communication and motor aspects of children with Mental Retardation (10 Hours)

Unit 1: Behaviour management – Functional analysis and strategies for intervention. Ethical considerations

Unit 2: Communication – definition, prerequisite skills, disorders and intervention, augmentative and alternative communication, functional communication.

Unit 3: Physio therapy- functional assessment, activities to enhance motor functions.

Unit 4: Occupational therapy – implication and adaptations in classroom management, Activities to enhance motor functions

Unit 5: importance of working in team. Role of special educator in multidisciplinary team

Block 4: Development of Educational Plan (10 Hours)

Unit 1: Instructional Design

Unit 2: Individualized educational plan – need and components

Unit 3: Development of goals – long term goals, short term specific objectives

Unit 4: Development and implementation of Educational Plan and evaluation.

Unit 5: Record maintenance related to educational planning

Block 5: Curriculum adaptations for children with MR (10 Hours)

Unit 1: Curriculum adaptations – concept, meaning, suitability to children with MR.

Unit 2: Continuous and comprehensive evaluation – planning and monitoring

Unit 3: Teaching children with intellectual disability in large group – peer tutoring and cooperative learning.

Unit 4: Teaching Learning Material – Adaptation

Unit 5: Life Skills – Adaptation

Practicum (10 Hours)

1. carry out comprehensive assessment for a child with MR in a regular class and write a report
2. Develop/adapt a cocurricular activity that will enhance the overall development (motor, social, language, cognitive) of the student with MR.

Reference books

1. Overton, T. (1992). Assessment in Special Education - An Applied Approach. New York McMillan.
2. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
3. Subba Rao, T.A, (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.

4. Van Riper, C.A. and Emerick, L. (1990), Speech Correction-An introduction to speech pathology and audiology. Eighth Edition, Prentice Hall.
5. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston : Allyn & Bacon.
6. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
7. Longone, J. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Boston : Allyn & Bacon.
8. Narayan, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
9. Peshwaria, R. and Venkatesan. S. (1992) Behaviour of retarded children: A manual for Teachers. NIMH, Secunderabad.
10. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
11. Repp. A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication
14. Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
15. Narayan, J. (1999). Skill Training Series 1-9. NIMH, Secunderabad,
16. Myreddi, V. & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, NIMH, Secunderabad.
17. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
18. Narayan J. (1990). Towards independence series 1 to 9. Secunderabad : NIMH, Secunderabad.
19. Narayan J. (2003) Educating children with learning problems in regular schools. NIMH, Secunderabad.
20. Video Films. (2002). Help them learn make it easy. NIMH, Secunderabad.

Practical II (90 hrs)

(MR)

- | | | | |
|---|-----------------------------------|----------------------------|-------|
| • | Group teaching in Special Schools | 15 Lessons (Curricular) | 30hrs |
| | | 05 Lessons (Co-curricular) | 10hrs |

Teaching practice in Inclusive Setup

- | | | | | |
|---|-----------|---------------------------|------------|-------|
| • | 10 Lesson | (1 st Subject) | } Optional | |
| • | 10 Lesson | (2 nd Subject) | | 20hrs |

Teaching Learning Material preparation for group teaching 10 hrs

- Functional aids
- Learning aids
- Technology aids

Course 13

Education and Curricular Practices for Children with Hearing Impairment (60 Hours)

Objectives: To acquire knowledge about

- 1) Historical developments and current practices in education of children with HI.
- 2) Issues in various aspects of education of children with HI including communication, literacy family participation and involvement.
- 3) Curricular strategies, adaptation and their implications for children with HI.
- 4) Strategies facilitating Inclusive Education.
- 5) Transitions of children with HI across different levels of education.

Block 1: Education of Children with HI (10 Hours)

Unit 1: Evolution of educational programmes, Policies and Practices.

Unit 2: Availability and suitability of educational programmes for Hearing impaired children

Unit 3: Organization and Management of Educational Programme.

Unit 4: Early intervention for school readiness.

Unit 5: Educational Bilingualism

Block 2: Challenges in Education of Children with HI (10 Hours)

Unit 1: Language and Communication

Unit 2: Literacy development

Unit 3: Instructional strategies

Unit 4: Educational Assessment and Evaluation

Unit 5: Family Participation and Involvement in education

Block 3: Curricular Strategies for Children with HI (10 Hours)

Unit 1: Principles and methods of language development

Unit 2: Techniques of developing language

Unit 3: Development of literacy skills

Unit 4: Curricular Strategies and adaptations

Unit 5: Assessment and development of IEP

Block 4: Inclusive Education of Children with HI**(10 Hours)**

Unit 1: Pre-requisites for inclusion

Unit 2: Functionaries and their role-responsibilities

Unit 3: Resource Room and Resource facilities

Unit 4: Facilitating and sustaining inclusive education

Unit 5: Co-curricular Adaptation and Behavior management

Block 5: Transition of Children with HI**(10 Hours)**

Unit 1: Definition, meaning and concept of transition

Unit 2: Supporting Lateral and Vertical Transitions.

Unit 3: Measuring child, family and programme outcomes

Unit 4: Developing an Individualized and Transition Plan.

Unit 5: Transition to Higher and Vocational Education.

Practicum (10 hours)***Visiting and writing reports of school/ centre as follows:***

2 special schools for children with hearing impairment (at least 1 having early intervention centre)

1 special centre of AVT

1 school/ centre for multidisability

1 inclusive school

Practical (90 Hours)

12.	Evaluating written language samples of 2 children	(2 hrs)
1.	Observation and practice of Microteaching skills -4 lessons	(8 hrs)
2.	20 Classroom observations in special schools at preschool, primary and secondary levels	(10 hrs)
3.	10 Classroom observations in inclusive schools at preschool, primary and secondary levels	(5 hrs)
4.	Planning and execution of 20 lessons (8 special + 12 Regular)	(20 hrs)
5.	Observation and practice of Individualized intervention in early childhood intervention centres	(10 hrs)
6.	Skill Development in communication	(5 hrs)
7.	Skill development in Sign Language	(10 hrs)
8.	Skill development in Sign System	(5 hrs)
9.	Adaptation of curriculum	(5 hrs)
10.	Development of a kit for teaching Grammar	(5hrs)
11.	Observation of Language assessment tests	(5 hrs)

Reference books

1. Bender, R., The conquest of deafness. Cleveland, OH Western Reserve University, 1985.
2. Davis, J., (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.
7. Streng, A., Syntax, Speech and hearing. New York Grunne and Stratton, 1972.
8. Furth, H.G., Thinking without language. New York Free Press 1966.
9. Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press. 1978.
10. Dale P. Language development, New York Holt Rinehart & Winston
11. Templin, M., Certain language skills in children. Minneapolis University of Minnesota Press, 1957.
12. Trantham, C., & Pederson, 3, Normal language development. Baltimore Williams & Wilkins Co., 1976.
13. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & rwo, 1977.
14. Emerick, L., Hatten, 3, Diagnosis and evaluation in speech pathology. Englewood Cliffs, NJ prentice-Hall, 1985.
15. Travis, E. (Ed) handbook of speech pathology. Englewood Cliffs NJ Prentice Hall, 1971.
16. Winib, H. From Syllable to conversation. Baltimore University park press, 1975.
17. Stark, 3. Reading failure A language based problem. Asha, 1975 17, 832-834.
18. Jeffers, 3. & Barley, M., Speech reading (Lip reading). Spring field, IL Charles C. Thomas, 1975.
19. O'rouke, T., A basic course in manual communication, Siller Spring MD National Association of the Deaf, 1970.
20. Sanders, D.A., Aural réhabilitation. Englewood Cliffs, NJ Prentice-Hall, 1971.

Course 14

Curricular and Remedial Strategies for Learning Disabilities

(60 Hours)

Objectives:

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

1. Illustrate the methods of teaching
2. Describe the principles, types and area of curriculum
3. Demonstrate skills in applying different intervention programmes for the children with learning disability.
4. Make effective use of appropriate teaching strategies as per the specific needs of children with learning disability.
5. Prepare Transitional Programme for children with LD.
6. Demonstrate techniques and practices to be used with individuals with L.D. and their parents.

BLOCK 1: Introduction to teaching and Curriculum Design

(10 Hours)

Unit 1: Principles and maxims of Teaching, Micro Teaching & diagnostic prescriptive Teaching

Unit 2: Methods of teaching (Cooperative learning, peer tutoring, team teaching, CAI, Role play)

Unit 3: Concept and types of Curriculum – core, collateral, support, alternative and plus

Unit 4: Need Based Curriculum and Individual Education Plan (IEP)

Unit 5: Further Education plan (FEP) and Life Long Education

BLOCK 2: Remedial Approaches

(10 Hours)

Unit 1: Concept: Principles and Perspectives

Unit 2: Behavioural approach

Unit 3: Cognitive approach

Unit 4: Multi sensory approach

Unit 5: Collaborative teaching approach

BLOCK 3 : Remediation in Cognitive Processes and Curricular areas

(10 Hours)

Unit 1: Attention, Perception, Memory and Thinking

Unit 2: Language

Unit 3: Reading, Writing and spellings

Unit 4: Math

Unit 5: Social skills

BLOCK 4: Transition Programming for Students with Learning Disabilities (10 Hours)

Unit 1: Transition for Preschool children

Unit 2: Transition for Adolescence

Unit 3: Adults with LD: School to Work and issues related to training and placement.

Unit 4: Relationship of LD to other Concerns (Multiculturalism, English as a Second Language, Students with other disabilities)

Unit 5: Home-School Relationship and Community partnership.

BLOCK 5: Management of Children with LD in inclusive setting: (10 Hours)

Unit 1: Concept, Importance & Needs of inclusion.

Unit 2: Curriculum Adaptation: Concept, need, scope and Process

Unit 3: Curriculum Adaptation in subject areas: language, social studies, maths, and Science

Unit 4: Co-curricular adaptation

Unit 5: Behaviour modification

PRACTICUM (10 Hours)

- Prepare a FEP for a selected case
- Preparation of Remedial material in Given skill

Reference books

1. Ashlock, P. (1972). Errors Patterns in Competition. A Semi-Programmes Approach. Columbus. Ohio-Charles.
2. Adamson& Adamson. (1979) Handbook of Specific Learning Disabilities, Gardner Press USA
3. Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
4. Chadha A (2002) A guide to educating children with learning disabilities. New Delhi:Vikas publication.

5. Eddy G.L.(1997 Slow learners : Their psychology & instruction, New Delhi: Discovery Pub.
6. Fernald, G. (1943). Remedial Technique in Basic School Subjects: New York: Mc Graw Hill
7. Hayes and Stevenson (1980)Teaching ED/LD Child, Vol. I to IV, Acropolis Books Ltd.
8. John J L.(1985) Handbook for Remediation of Research Difficulties. Boston: Prantice Hall.
9. Langone, J (1990)Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.
10. Lerner, J. W(1985). Learning Disabilities. Boston: Houghton Mifflin
11. Lerner J. W. and Kliner. F (2005) Learning Disabilities and Related Disorder Characteristics and Teaching Strategies, New York Houghton Mifflin Company, 10th Edition,
12. Mather N and Goldstein S (2001)Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management Brookes Publishing Company, 1st edition.
13. Myklebust, H (1983) Progress in Learning Disabilities, Gruene and Stratton, New York .
14. Narayan J (2002). Educating children with learning problems in the primary school. NIMH Secunderabad.
15. Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas
16. Pandey J, Thapa Komilla.(2008) “Perspectives on learning disabilities in India: Current practices and prospects” Sage Publications, New Delhi.
17. Reddy G.L. and Rama R. (2000) Education of children with special needs New Delhi – Discovery Pub.
18. Reddy L. G., Ramaa R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: DiscoveryPublishers, ,
19. Reid. K (1988) Teaching the Learning Disabled, Allyn and Bacon,Boston,.
20. Langone, J (1990)Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.
21. Lerner, J. W(1985). Learning Disabilities. Boston: Houghton Mifflin

22. Smith, D.D. (1981) Teaching the Learning disabled Child. Eaglewood. Cliffs: N.J. Prentice Hall.
23. Strichart, S.S. (1993) Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon Boston
24. Swady, E.R. (1989) Diagnosis & Correction of Reading, Difficulties, Boston: Allyn & Bacon
25. Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1st Edition,
26. Taylor, B and others (1988) Reading Difficulties : Instruction and Assessment, Random House, New York,
27. Venkateswanshu, D .,(2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications
28. Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub

PRACTICAL-II
(Learning Disabilities)

1. Development and tryout of an Assessment tool in any two curricular areas **(50 Hours)**
2. Develop a remedial tool in two areas of cognitive processes. **(40 Hours)**

Course 15

Assessment and Intervention for Students with Locomotor Impairment and Cerebral Palsy

(60 Hours)

Objective: The trainees are expected to do assessment and implement educational plans and various teaching strategies

BLOCK 1: Identification and Methods of Assessment

(10 Hours)

Unit 1: Concept, Definition, Purpose and Scope

Unit 2: Various types of assessment tests and their uses, Characteristics of a good test

Unit 3: Developmental checklists, various assessment forms

Unit 4: Record maintenance and monitoring progress

Unit 5: Evaluation – definition and scope

Block 2: Assessment and Intervention of Physical and Functional skills

(10 Hours)

Unit 1: Screening and Identification, Assessment of LI and CP

Unit 2: Assessment and Management of Functional skills – bladder control, eating, Dressing-undressing,

Unit 3: Management techniques – posture, positioning, lifting, carrying, transferring

Unit 4: Therapeutic support – their implications and adaptations in classroom, Guidance and counseling – role of home and school

Unit 5: Special furniture and its uses, Sensitization to architectural barriers at school,home, public areas

Block 3: Assessment and Intervention for Augmentative and Alternative Communication

(10 Hours)

Unit 1: Overview of AAC

Unit 2: Assessment and Access for students with neuromuscular disorders

Unit 3: Representations of vocabulary and vocabulary selection

Unit 4: Using and making communication displays

Unit 5: Use of technology for AAC, ICT and its impact on education

Block 4: Assessment and Intervention for Reading, Spelling, Mathematics and Writing difficulties

(10 Hours)

Unit 1: Overview of Reading and Mathematics difficulties

Unit 2: Nature, characteristics and manifestations

Unit 3: Process and principles of reading development, factors associated with reading, Skills related to development of mathematics

Unit 4: Assessment techniques

Unit 5: Application of intervention strategies

Block 5: Inclusive education, Classroom management and Curriculum Design (10 Hours)

Unit 1: Inclusion – concept, importance and needs, Government policies

Unit 2: Curriculum – Definition, Principles of curriculum construction, Planning, Implementation and Evaluation

Unit 3: Need based curriculum, Role of teacher in curriculum construction, Need of Individual Educational plan (IEP),

Unit 4: Meaning, Importance and types of co-curricular activities, Vocational counseling and guidance

Unit 5: Method of teaching in inclusive classroom – group teaching, peer tutoring, Co-operative learning, role play

Practicum (10 Hours)

Assignments in content areas of Locomotor & Cerebral Palsy

References

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

10. Set of publications available with IICP, Kolkata on Cerebral Palsy and Neuromotor Disorders Physical and ADL Management, Parent Training and Guidance, Curriculum Activities & Classroom Management, Language and Augmentative & Alternative Communication, and Training Packages for Professionals

Practical- II
(LI & CP)

- | | | |
|-------------------------------------------------------------------------------|----------------------------------------------------------|------------|
| 1. Assessment and Management in all Developmental areas | (60 Hours) | |
| 2. Basic skills on handling, positioning, lifting, transference, and carrying | } <table border="1"><tr><td>(30 Hours)</td></tr></table> | (30 Hours) |
| (30 Hours) | | |
| 3. Effective use of furniture and equipment & Access and Mobility | | |

Course-16

Methodology of Teaching in Inclusive Setting

(60 Hours)

Objectives:

After studying this paper, the student teachers are expected to describe the methods and techniques for teaching various curricular areas and prepare TLM for their use to teach Children with:

- i. Visual Impairment
- ii. Hearing Impairment
- iii. Mental Retardation
- iv. Learning Disabilities
- v. Loco-motor & Cerebral Palsy

Block1 Teaching Children with Hearing Impairment

(10 Hours)

Unit 1 Methodology of Teaching English- Aims, scope, objectives, principles, approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 2 Methodology of Teaching Mathematics- Aims, scope, objectives, principles Approaches, principles, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 3 Methodology of Teaching Social Studies- Aims, scope, objectives, principles approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 4 Methodology of Teaching Science- Aims, scope, objectives, principles, approaches, Teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 5 Methodology of Teaching National / Regional Language- Aims, scope, objectives, , principles approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Block2 Teaching Children with Mental Retardation

(10 Hours)

Unit 1 Methodology of Teaching English- Aims, scope, objectives, principles, approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 2 Methodology of Teaching Mathematics- Aims, scope, objectives, principles approaches, principles, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 3 Methodology of Teaching Social Studies- Aims, scope, objectives, principles approaches, teaching techniques, skills, adaptations in content & process, TLM and

Evaluation

Unit 4 Methodology of Teaching Science- Aims, scope, objectives, principles, approaches, Teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 5 Methodology of Teaching National / Regional Language- Aims, scope, objectives, , principles approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Block3 Teaching Children with Visual Impairment (10 Hours)

Unit 1 Methodology of Teaching English- Aims, scope, objectives, principles, approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 2 Methodology of Teaching Mathematics- Aims, scope, objectives, principles approaches, principles, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 3 Methodology of Teaching Social Studies- Aims, scope, objectives, principles approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 4 Methodology of Teaching Science- Aims, scope, objectives, principles, approaches, Teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 5 Methodology of Teaching National / Regional Language- Aims, scope, objectives, , principles approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Block 4 Teaching Children with Learning Disabilities (10 Hours)

Unit 1 Methodology of Teaching English- Aims, scope, objectives, principles, approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 2 Methodology of Teaching Mathematics- Aims, scope, objectives, principles approaches, principles, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 3 Methodology of Teaching Social Studies- Aims, scope, objectives, principles approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 4 Methodology of Teaching Science- Aims, scope, objectives, principles, approaches, Teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 5 Methodology of Teaching National / Regional Language- Aims, scope, objectives, , principles approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Block 5 Teaching Children with Loco-motor & Cerebral Palsy

(10 Hours)

Unit 1 Methodology of Teaching English- Aims, scope, objectives, principles, approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 2 Methodology of Teaching Mathematics- Aims, scope, objectives, principles approaches, principles, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 3 Methodology of Teaching Social Studies- Aims, scope, objectives, principles approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 4 Methodology of Teaching Science- Aims, scope, objectives, principles, approaches, Teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Unit 5 Methodology of Teaching National / Regional Language- Aims, scope, objectives, , principles approaches, teaching techniques, skills, adaptations in content & process, TLM and Evaluation

Practicum

(10 Hours)

Select any three lessons from textbooks of class VI and above

1. one from English or language (National or Regional)- **compulsory**
2. one from Science
3. one Social Studies
4. one from Mathematics

Instruction:

Prepare teaching plan for above three lessons including content adaptation, methods of teaching , TLM & Evaluation as required for teaching children with 1. VI 2. MR 3. HI 4. LD 5. LI & CP

School Experience Programme (Compulsory) 12 Credits (360 Hours)

The student trainees are expected to be placed in inclusive schools at Primary and secondary level for a minimum of 3 Credits in each and remaining 6 Credits in specific disability areas in Special education settings. The student is expected to maintain a daily log book of activities carried out during each placement which should be endorsed by the designated supervisors of the institute offering the programme.

10 lesions- Special Education	225 Hours
10- lesions- remedial strategy	
10 lesions- subject teaching-1	
10 lesions- subject teaching-2	

1. Case study – **50 Hours** (10 Hours for each disability area)
2. Preparation TLM- **25 Hours** (5 Hours for each disability area)
3. Project work- **60 Hours (common):**

Example:

- i. Creating awareness on inclusive education of children with disabilities through preparation of booklets, posters, TV / Radio, use of multimedia (uploading on U tube), theatre, puppet / street play or other methods

OR

- ii. Visit a community, appraise the dynamics, resources and needs of children with disabilities, interact with the members of community develop a workable programme through participatory method and submit a report.

OR

- iii. Any other innovative measures towards inclusive education.

PART-B
(Adopted from IGNOU)

Details of Year wise Scheme of Study of B.A. / B.Com / B.Sc.

Bachelor's Degree Programmes (BDP)-B.A. / B.Com / B.Sc.

The University offers Bachelor's Degree Programme leading to Bachelor's Degree in the following fields:

1. B.A. Bachelor of Arts
2. B.Com. Bachelor of Commerce
3. B.Sc. Bachelor Degree in Science

The university follows the credit system. One credit is equal to 30 hours of learners study time. To earn Bachelor's Degree in any of the disciplines mentioned above a learner has to earn 96 credits in three years period. i.e. 32 credits per year. For earning 96 credits, a student has to opt for from three categories of courses (i) Foundation Course (2) Elective Courses and (3) Application-Oriented Courses as given hereunder

Prog.	Foundation Courses	Elective Courses	Application Oriented
B.A.	24 Credits	56 Credits to 64 Credits	8 to 16 Credits
B.Com.	24 Credits	56 Credits (not less than 48 Credits from Commerce) to 64 Credits	8 to 16 Credits
B.Sc.	24 Credits	56 Credits to 64 Credits At least 25% of the Total credits in Physics, Chemistry and Life Sciences have to be obtained from Laboratory Courses)	8 to 16 Credits
Total			96 Credits

SCHEME OF STUDY

In order to enable you to complete Bachelor's Degree Programme within the minimum period of three years, you are allowed to take courses worth 32 credits in each year. In the first year of study you should take 16 credits in Foundation Courses (FHS-1, FEG-1 or FHD-2 and FEG-2 or any one of MILs), and 16 credits in Elective Courses. In the second year you should take 8 credits of Foundation Course (FST-1) and 24 credits of Elective Courses. In the third year you should take 24 credits in Elective Courses and 8 credits in Application-Oriented Courses. Alternatively, you can take 16 to 24 credits of electives and 8 to 16 credits Application-Oriented Courses.

Year-wise Scheme of Study

Year of Study	Foundation Courses	Elective Courses	Application-Oriented Courses	Total Credits
First Year	16 Credits as under	16 Credits from		32 Credits
	1. FST-1 8 Credit (Compulsory)	PHE-01,02, BPHL-103, PHE-04,05,06		
	2. FEG-1 or FHD-2 4 Credits	CHE-01,02,03(L),05,07(L),08(L)		
	3. FEG-2 or BHDF-101 4 Credit or any one of MILs	LSE-01,02,03,04(L) MTE-01,02,03*, 04,05,06		
Second Year	8 Credit	24 Credit from		32 Credit
	(FHS-1) (compulsory) 8 credit	PHE-01,02,04,05,06,07,08(L),09,10,15, BPHL-103, CHE-01,02,03(L), 04,05,06, 07(L), 08(L), 09,11(L) LSE-01,02,03,04(L),05,06,07,08(L) MTE-01,02,03*,04(L),05,06,07,08,09,10		
Third Year		16 Credits to 24 Credits from	8 Credits to 16 Credits	32 Credits
		PHE-01,02,04,05,06,07,08(L),09,10,11, 12(L), 13,14,15,16 BPHL-103, CHE-01,02,03(L),04,05,06,07(L),08(L),09,10, 11(L), 12(L), LSE-01,02,03,04(L),05,06,07,08(L),09,10,11(L), 12,13,14(L), MTE-01,02,03*,04,05,06,07,08,09,10,11,12 13,14,		
Total Credit	24 Credit	64 Credits or 56 Credits	8 Credits or 16 Credits	96 Credits

Note: * MTE-03 credits will not be counted towards mathematics electives. In other words if you are choosing mathematics courses on electives, you are not allowed to opt MTE-3.

As per the above table, in the first year of study, you should take 16 Credits in Foundation Courses (FST-1, FEG-1 or FHD-2 and FEG-2 or BHDF-101 or any one of the MILs) and 16 credits in Elective Courses. In the second year, you should take 8 credits of Foundation Course in Humanities and Social Sciences (FHS-1) and 24 credits of Elective Courses. In the third year, you can take 16 to 24 credits of electives and 8 to 16 credits of application-oriented courses (together it should be 32 credits).

ELECTIVE COURSES - B.A./B.Com./B.Sc.

Following are the Elective Courses:

Course Code	Title of the Elective Courses	Credits
HINDI		
EHD-1	Hindi Gadya	8
EHD-2	Hindi Kavya	8
EHD-3	Hindi Sahitya ka Itihas evam Sahitya Parichaya	8
EHD-4	Madhya Kaleen Bhartiya Sahitya: Samaj aur Sanskriti	8
EHD-5	Adhunik Bhartiya Sahitya Rashtriya Chetna aur Navjagran	8
EHD-6	Hindi Bhasha : Itihas aur Vartman	8
BHDE-107	Hindi Samrachna	8
EHD-8	Prayojanmoolak Hindi	8

ENGLISH

BEGE-101	From Language to Literature	8
BEGE-102	The Structure of Modern English	8
BEGE-103	Communication Skills in English	8
BEGE-104	English for Business Communication	8
BEGE-105	Understanding Prose	8

EEG-6	Understanding Poetry	8
BEGE-107	Understanding Drama	8
BEGE-108	Reading the Novel	8

(ELECTIVE) URDU

BULE-001	Elements of Urdu Structure	8
BULE-002	History of Urdu Language	8
BULE-003	Urdu Poetry	8
BULE-004	Urdu Fiction	8
BULE-005	Urdu Non-fiction Prose	8
BULE-006	History of Urdu Literature	8
BULE-007	Socio-Cultural Forms in Urdu	8
BULE-008	Women in Urdu Literature	4
BULE-009	Diasporic Urdu Literature	4

POLITICAL SCIENCE

EPS-11	Political Ideas and Ideologies	8
EPS-12	Government and Politics in India	8
EPS-03	Modern Indian Politics Thought	8
EPS-15	South Asia: Economy, Society and Politics	8
EPS-06	Government and Politics in East and South East Asia	8
EPS-07	International Relations	8
EPS-08	Government and Politics in Australia	8
EPS-09	Comparative Government and Politics	8

HISTORY

EHI-01	Modern India: 1857-1964	8
EHI-02	India: Earliest Times to the 8th Century A.D.	8
EHI-03	India: From 8th Century to 15th Century A.D.	8

EHI-04	India: From 16th to Mid-18th Century	8
EHI-05	India: From Mid-18th to Mid-19th Century	8
EHI-06	History of China and Japan : 1840-1949	8
EHI-07	Modern Europe: Mid Eighteenth to Mid Twentieth Century	8

ECONOMICS

BECE-015	Elementary Mathematical Methods in Economics	8
BECE-016	Economic Development: Comparative Analysis & Contemporary Issues	8
EEC-07	Industrial Development in India	8
EEC-10	National Income Accounting	8
EEC-11	Fundamentals of Economics	8
BECE-002	Indian Economic Development : Issues and Perspectives	8
EEC-13	Elementary Statistical Methods and Survey Techniques	8
EEC-14	Agricultural Development in India	8

PUBLIC ADMINISTRATION

EPA-1	Administrative Theory	8
BPAE-102	Indian Administration	8
EPA-3	Development Administration	8
EPA-4	Personnel Administration	8
EPA-5	Financial Administration	8
EPA-6	Public Policy	8

SOCIOLOGY

ESO-11	The Study of Society	8
ESO-12	Society in India	8
ESO-13	Sociological Thought	8
ESO-14	Society and Stratification	8
ESO-15	Society and Religion	8
ESO-16	Social Problems in India	8

PHILOSOPHY

Course Code	Title of the Course	Credits
BPY-001	Indian Philosophy: Part I	4
BPY-002	Logic : Classical and Symbolic	4
BPY-003	Ancient and Medieval Philosophy	4
BPY-004	Religions of the World	4
BPY-005	Indian Philosophy : Part II	4
BPY-006	Metaphysics	4
BPY-007	Ethics	4
BPY-008	Modern Western Philosophy	4
BPY-009	Contemporary Western Philosophy	4
BPY-010	Epistemology	4
BPY-011	Philosophy of Human Persons	4
BPY-012	Philosophy of Science and Cosmology	4
BPYE-001	Philosophys of Religion	4
BPYE-002	Tribal and Dalit Philosophy	4

(ELECTIVE) PSYCHOLOGY

Course Code	Title of the Course	Credits	
BPC-001	General Psychology	4	
BPC-002	Developmental Psychology	4	
BPC-003	Research Methods in Psychology	4	} To be taken Together
BPC-004	Statistics in Psychology	4	
BPC-005	Theories of Personality	4	} To be taken Together
BPC-006	Social Psychology	4	
BPCL-007*	Practicals in Psychological Testing	4	} To be taken Together
BPCL-008*	Practical in Experimental Psychology	4	

BPCE-011	School Psychology	4
BPCE-013	Motivation and Emotion	4
BPCE-014	Psychopathology	4
BPCE-015	Industrial and Organisational Psychology	4
BPCE-017	Introduction to Counselling Psychology	4
BPCE-018	Neuropsychology	4
BPCE-019	Environmental Psychology	4
BPCE-021	Forensic Psychology	4
BPCE-022*	Practicals in Clinical Psychology OR Practicals in Counselling OR Practicals in Industrial & Organisational Psychology	4
BPCE-023*	Internship in Psychology	4

} To be taken together

1. *Courses are compulsory for B.A. (Psychology) major students. These courses would not be offered to B.A. General Students.
2. The course BPCE-022 should be related to theory course BPCE-014/BPCE- 015/BPCE-017 .
3. To choose 8 credit course from BPCE-011/BPCE-013/BPCE-014/BPCE-015/ BPCE-017/BPCE-18/BPCE-19/BPCE-021
4. Psychology courses are available in English medium only.

RURAL DEVELOPMENT

**ERD-1 Rural Development in India

8

Note: **(This course in Rural Development may also be opted by Sociology students for major in Sociology)

(Learners who successfully complete 48 credits in any one discipline will be given a B.A. Major degree after completion of 96 credits whereas others will be awarded B.A. General

degree). However, for a B.A. (Major) degree in Mathematics learner should complete 40 credits including MTE-01, MTE-02, MTE-04, to MTE-09 (in all worth 28 credits).

Discipline Course Code	Title of the Elective Courses	Credits
COMMERCE		
ECO-1	Business Organisation	4
ECO-2	Accountancy-1	4
ECO-3	Management Theory	4
ECO-5	Mercantile Law	4
ECO-6	Economic Theory	4
ECO-7	Elements of Statistics	4
ECO-8	Company Law	4
ECO-9	Money, Banking & Financial Institutions	4
ECO-10	Elements of Costing	4
ECO-11	Elements of Income Tax	4
ECO-12	Elements of Auditing	4
ECO-13	Business Environment	4
ECO-14	Accountancy-II	4

MATHEMATICS		
MTE-1	Calculus	4
MTE-2	Linear Algebra	4
MTE-4	Elementary Algebra	2
MTE-5	Analytical Geometry	2
MTE-6	Abstract Algebra	4
MTE-7	Advanced Calculus	4
MTE-8	Differential Equations	4
MTE-9	Real Analysis	4
MTE-10	Numerical Analysis	4
MTE-11	Probability and Statistics	4
MTE-12	Linear Programming	4
MTE-13	Discrete Mathematics	4
MTE-14	Mathematical Modeling	4

PHYSICS		
PHE-1	Elementary Mechanics	2

PHE-2	Oscillations and Waves	2
BPHL-103	Physics Laboratory-1	4
PHE-4	Mathematical Methods in Physics-I	2
PHE-5	Mathematical Methods in Physics-II	2
PHE-6	Thermodynamics and Statistical Mechanics	4
PHE-7	Electric and Magnetic Phenomena	4
PHE-8(L)	Physics Laboratory-II	4
PHE-9	Optics	4
PHE-10	Electrical Circuits and Electronics	4
PHE-11	Modern Physics	4
PHE-12(L)	Physics Laboratory-III	4
PHE-13	Physics of Solids	4
PHE-14	Mathematical Methods in Physics-III	4
PHE-15	Astronomy and Astrophysics	4
PHE-16	Communication Physics	4

CHEMISTRY		
CHE-1	Atoms and Molecules	2
CHE-3(L)	Chemistry Laboratory-I	2
CHE-2	Inorganic Chemistry	4
CHE-4	Physical Chemistry	4
CHE-5	Organic Chemistry	4
CHE-6	Organic Reaction Mechanism	4
CHE-7(L)	Chemistry Laboratory-II	2
CHE-8(L)	Chemistry Laboratory-III	2
CHE-9	Biochemistry	4
CHE-10	Spectroscopy	4
CHE-11(L)	Chemistry Laboratory-IV	4
CHE-12(L)	Chemistry Laboratory-V	4
MTE-3	Mathematical Methods	4

LIFE SCIENCES		
LSE-1	Cell Biology	4
LSE-2	Ecology	4
LSE-3	Genetics	4
LSE-4(L)	Laboratory Course-I	4
LSE-5	Physiology	4

LSE-6	Developmental Biology	4
LSE-7	Taxonomy and Evolution	4
LSE-8(L)	Laboratory Course-II	4
LSE-9	Animal Diversity-I	6
LSE-10	Animal Diversity-II	6
LSE-11(L)	Animal Diversity Laboratory	4
LSE-12	Plant Diversity-I	6
LSE-13	Plant Diversity-II	6
LSE-14(L)	Plant Diversity Laboratory	4

Note: MTE-1 is a pre-requisite for MTE-7 to MTE-10.

MTE-7 is a pre-requisite for MTE-11.

MTE-7 is a co-requisite for MTE-8.

MTE-8 is a pre-requisite for MTE-14.

CHE-1 is a pre-requisite for CHE-04, CHE-5, CHE-10, AEC-01.

CHE-3(L) is a pre-requisite for AEC-01

CHE-2 is a pre-requisite for CHE-10 and AEC-01.

CHE-5 is a pre-requisite for CHE-6, CHE-9, and CHE-10.

MTE-3 credits will not be given to any student who opts for any mathematics electives.

LSE-1 is a pre-requisite for LSE-3, LSE-5 & LSE-6.

PHE-6 is a pre-requisite and PHE-11 is a co-requisite for PHE-13.

PHE-4 and PHE-5 are pre-requisite for PHE-11 and PHE-14.

PHE-07 is a pre-requisite and PHE-10 is a co-requisite for PHE-16.

Mathematics elective courses should not be opted by students coming to B.A./B.Com through BPP. It is strongly recommended that only those students who have studied Mathematics as a subject in 10+2 should opt for the Mathematics electives.

Co-requisite and pre-requisite courses refer to the courses which the learners are strongly advised to register for and complete, so that the related courses could be followed easily. Otherwise, it is not a compulsory directive.

Application-Oriented Courses

The third component of the B.A. programme is Application Oriented Courses. These courses are developed to equip you in some areas of your choice, which requires applications of skills. You must select at least 8 credits worth of courses from this group. You are allowed to select a maximum of 16 credits from this group. If you have opted a total of 64 credits in elective courses, you should take only 8 credits under Application Oriented Courses. Alternatively, if you have taken only 56 credits in elective courses, you are allowed to take 16 credits in Application Oriented Courses. The detailed list of the Application Oriented Courses currently available is given below.

List of application Oriented Courses - Common to all B.A. / B.Com. / B.Sc.

AFW(E)-1	Feature Writing (English)	4
BHDA-101	Sama char patra or Fiture lekhan (Hindi)	4
AWR(E)-1	Writing for Radio (English)	4
BRPA-101	Radio Lekhan (Hindi)	4
ATR-1	Translation (English + 4Hindi 4 Credits)	8
ACC-1	Organizing Child Care Services	8
ANC-1	Nutrition for the Community	8
*AHE-1	Human Environment	8
AMK-1	Marketing	4
AED-1	Export Procedure and Documentation	4
AOM-1	Office Organization and Management	4
ASP-1	Secretarial Practice	4
BCOA-001	Business Communication and Entrepreneurship	
*AMT-1	Teaching of Primary School Mathematics	8
ACS-1	Consumer Studies	8
CTE-3	Teaching Strategies	4
CTE-4	Teaching English-Elementary School	4
	OR	
CTE-5	Teaching English-Secondary School	4
AST-01* *	Statistical Techniques	4
AOR-01* *	Operational Research	4
AEC-1 +	Environmental Chemistry	8
*APM-1+ +	Integrated Pest Management	8
BCOA-001	Business Communication and	4
	Entrepreneurship (English Medium only)	

The course has a theory component of 6 credits and a lab work for 2 credits.

* * +2 level of mathematics is a pre-requisite.

+ CHE-01, CHE-02 and CHE-03(L) are the pre-requisite for this course.

The course has a theory component of 6 credits and a lab work for 2 credits

+ + +2 level of biology is a pre-requisite.

* All these courses have a theory component of 6 credits and a project for 2 credits. The project is to be submitted in SED at IGNOU, Maidan Garhi, New Delhi-110068.

Students are free to choose any Application Oriented Course from the list given above. Subject to fulfillment of pre-requisites. However, they have to opt at least two 4 credit courses to make it 8 credit.

Syllabus. Quite the same Wikipedia. Just better. A syllabus may be set out by an exam board or prepared by the professor who supervises or controls course quality. There are seven essential components to an academic syllabus: Instructor information, General course information, Course objectives, Course policies, Grading and evaluation, Learning resources, and the Course Calendar.[citation needed]. YouTube Encyclopedic. 1/3. Syllabus, a widely discussed issue in the domain of English Language Teaching, plays a very significant role for both the learners and the instructors. It guides the teachers what to teach and informs the learners what to be learnt. So its types, purpose and design are very important. Definition of syllabus: A syllabus, in ELT, is a description of the contents of a course of instruction and the order in which they are to be taught. A syllabus is an outline for a course that you are either taking or teaching. In the typical context, which is for colleges and universities, it is more detailed than that. The syllabi that I used to get had several parts. The first was a brief introduction to the class and the scope of the material. We then had a complete list of the topics that we would cover each day of the semester. We could also look at know the dates that any and all assignments, quizzes, and tests would be.