

CURRICULUM FRAMEWORK

Bachelor of Education – Special Education

B.EdSpl. Ed (HI)

(2nd Year)

B.Ed. SplEdu. (HI) 2nd Year

S.No	Course Code	Paper Name	Internal Marks	External Marks	Total	Credits
1	B-10 (A)	GUIDANCE & COUNSELLING	10	40	50	2
2	B-11 (B)	COMMUNICATION OPTIONS: ORALISM	10	40	50	2
3	C-14	INTERVENTION AND TEACHING STRATEGIES	20	80	100	4
4	C-15	TECHNOLOGY AND DISABILITY	20	80	100	4
5	C-16	PSYCHO SOCIAL AND FAMILY ISSUES	10	40	50	2
6	D-17	READING AND REFLECTING ON TEXTS	10	40	50	2
7	D-18	PERFORMING AND VISUAL ARTS	10	40	50	2
8	D-19	BASIC RESEARCH AND STATISTICS	10	40	50	2
PRACTICAL						
10	E-2	DISABILITY SPECIALISATION	50	50	100	4
11	F-1	MAIN DISABILITY SPECIAL SCHOOL	50	50	100	4
12	E-1	CROSS DISABILITY & INCLUSION	50	50	100	4
13	F-2	OTHER DISABILITY SPECIAL SCHOOL	50	50	100	4
14	F-3	INCLUSIVE SCHOOL	50	50	100	4
Total			350	650	1000	40

GUIDANCE & COUNSELLING

Course Code: B 10(A)

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

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

Unit 1: Introduction to Guidance and Counselling

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

Unit 2: Enhancing Self Image and Self Esteem

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

Unit 3: Guidance and Counselling in Inclusive Education

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

Practicum/ Field engagement

- I. Counselling and report writing on a selected case
- II. Simulation of a parent counselling session
- III. Report of critical observation of a given counselling session

Transaction

The transaction for this course should be done with a perspective to enhance in the student-teachers the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting.

Essential Readings

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

Suggested Readings

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

COMMUNICATION OPTIONS: ORALISM

Course Code: B 11(B)

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider career choices for the student-teachers.

Objectives

After learning this course the student-teachers will be able to

- *Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to Oralism / Oral Rehabilitation.*
- *Exhibit beginner level hands on skills in using these options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses.*

Unit 1: Understanding Hearing Loss in Real Life Context

Basic Awareness on Paradigms of D/Deafness (Medical and Social)

Basic Awareness on Deafness and Communicative Access: Challenges and Concerns

Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options

Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers

Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

Difference Between Uni Sensory and Multi Sensory Approach in Oralism

Oracy To Literacy: Why and How

Speech Reading: Need, Role and Strategies in All Communication Options

Training and Guidance on Aural Oral Practices for Families and Tuning Home

Environment: Current Scenario, Importance And Strategies

Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and

Don'ts

Unit 3: Skill Development Required for Oralism

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

Unit 4: Skill Development Auditory Verbal (AV) Approach

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

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

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

Course Work/ Practical/ Field Engagement

- I. Watching Video's of Individual Sessions and Classroom Teaching
- II. Role Play and Dramatization
- III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
- IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it
- V. Interacting with Non Disabled Children for Practicing Expansion of Ideas

Essential Readings

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams & Wilkins: Philadelphia.

- *Dhvani*(English). Balvidyalaya Publication:Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice* , AgBell
- Heller, R. (1999). *Managing Change*. Dk Publishing: NewYork.
- Ling, D. (1990). *Acoustics, Audition Aand Speech Reception*. (Cd)Alexandria, Auditory VerbalInternational.
- Paul, P.V. (2009). *Language and Deafness*. Jones And Bartlett:Boston.
- *Communication Options And Students With Deafness*. (2010). Rehabilitation Council of India , New Delhi.

Suggested Readings

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

INTERVENTION AND TEACHING STRATEGIES

Course code:C 14

Credits: 04

ContactHours: 60

Marks: 100

Introduction

Early identification of hearing loss needs to be followed by a good quality intervention. This enables the children to develop adequate speech and language which in turn would facilitate school readiness. Teachers need to use specialised techniques for developing listening, speaking, communication and linguistic skills to children with hearing impairment for them to access knowledge.

Objectives

After completing the course the student-teachers will be able to

- *To understand about programmes for early intervention of infants and children with Hearing Impairment.*
- *Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.*
- *Explain various approaches to teaching, strategies for speech intervention.*
- *Describe methods, techniques and options to facilitate language and communication.*
- *Explain the concept, principles and practices, linkages and outcomes of educational intervention.*

Unit 1: Need & Strategies for Early Intervention of Hearing Loss

Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.

Pre-school training programmes: Overview, need, requirements and plan of action.

Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.

Impact of early intervention on school outcomes

Intervention of late identified children with hearing impairment: Challenges & Strategies

Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading

Concept of 'Auditory Listening': Unisensory & Multisensory approaches

Auditory training: Importance, types (Individual & Group) and Stages

Auditory Verbal Therapy: Principle, importance and role of teacher

Auditory Training and AVT: Pre-requisites, challenges, similarities & differences

Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 3: Speech Intervention Strategies

Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach

Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants

Orientation to acoustics of speech

Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities

Individual and Group speech teaching: Strengths and challenges

Unit 4: Communication and Language Teaching Strategies

Methods of teaching language: Natural, Structural and Combined

Principles and Techniques of developing language

Communication options: Compare and contrast

Communication options: justification and challenges

Tuning the environment (Home & School) for facilitating language & Communication

Unit 5: Educational Intervention Strategies

Educational Intervention: Concept, Need & Areas (curricular & co-curricular) &

Types of educational intervention (group, individual, developmental, remedial)

Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services

Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)

Partnership of various professionals & agencies in educational intervention

Child & Family Outcomes of Early Educational Intervention

Course Work/ Practical/ / Field Engagement

1. Observe any two activities in a Parent-infant programme / pre-school programme and write a report.
2. Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training
3. Read and reflect upon five lesson plans for teaching speech to children with hearing impairment
4. Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)
5. Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

Transaction & Evaluation

Lecture cum Demonstration, Role playing, Assignments, Tests

Essential Readings

- Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching. Amazon
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families. Amazon
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Thieme-Stratton.
- Guralnick, M, J, (2005). The Developmental Systems Approach to Early Intervention. London: PAUL H Brooks
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Ling, D. (2000). Early Intervention For Hearing Impaired Children. Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd for university press
- Mahshie S.N. (1995) educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, Canali & Vecchiato (2002). Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon
- Marschark, Marc Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy Through High School Years. Boston: Andover medical Publishers.
- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company

- Nerbonne, M.A. & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M.A. & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Owens, R.E. (2012). *Language development: An introduction* (8th ed.) Boston: Pearson
- Paul, Peter V. Whitelaw, Gail M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Boston: Jones and Bartlett Learning.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.) *Education of the Hearing Impaired Child*. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Rhoades, E., & Duncan, J. (2010). *Auditory-verbal practice: Toward a family centered approach*. Springfield: Illinois: Charles C. Thomas
- Schirmer, Barbara R. (2001). *Psychological, Social and Educational Dimensions of Deafness*. Boston: Allyn and Bacon

Suggested Readings

- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)*. Springfield, IL: Charles C. Thomas.
- Paul, P.V. Whitelaw, G.M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Boston: Jones and Bartlett Learning.
- Rossetti, L.M., & Kile, J.E. (1997). *Early intervention for special populations of infants and toddlers*. San Diego: Singular Publishing Group, Inc.
- Sanders, D. A., & Derek, A. (1993). *Management of hearing handicap: Infants to elderly* (3rd edn). Englewood Cliffs, NJ: Prentice-Hall.
- Yarrow, L.J. Rubenstein, J.L. Pedersen, F.A. (1975). *Infant and Environment: Early Cognitive and Motivational Development*. New York: John Wiley and Sons.
- Nolan, Michael Tucker, Ivan (1984) *Educational Audiology*. London: Croom Helm.
- Plant, G.S., Karl E., (1995). *Profound Deafness and Speech Communication*. London: Whurr Publishers Ltd.
- McCracken, W., & Laoide-Kemp (1997). Ed. *Audiology in Education*. London: Whurr Publishers Ltd.,
- Richerg, C.M., & Smily, D.F. (2012). *School-Based Audiology*. San Diego: Plural Publishing.
- McAnally, P.I., Rose, S., & Quigley, S.P. (1987). *Language Learning practices with Deaf Children*. San Diego: A College-Hill Publication.
- Van Riper C. & von Emerick, L. (1984). *Speech correction – An introduction to speech pathology and audiology*. 7th Ed. NJ: Englewood Cliffs Prentice Hall Inc.

TECHNOLOGY AND DISABILITY

Course code:C 15

Credits: 04

ContactHours: 60

Marks: 100

Introduction

Technology plays a vital role in development including teaching learning process. It is especially beneficial to children with hearing impairment to access information through different modalities which otherwise would have been inaccessible to them. Use of technology eases out the process of learning and makes it easier, enjoyable and meaningful. The said course is designed to provide the learners with knowledge of technology so that the same could be used effectively for children with hearing impairment.

Objectives

After completing the course the student-teachers will be able to

- *Enumerate various listening devices and describe ways of effective usage and maintenance.*
- *Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.*
- *Narrate the range of technological applications that can be used for facilitating communication and language.*
- *Explain the present and future technologies facilitating the education of children with hearing impairment.*
- *Identify different resources (financial & human) to obtain technology.*

Unit 1: Listening Devices and Classroom Acoustics

Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures

Ear moulds: Types, Importance, Care & maintenance

Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management

Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme

Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Unit 2: Technology for Management for Speech

Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speechviewer)

Use of computer based speech equipment for management of voice in children with hearing impairment

Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment

Basic infrastructure required for using computer based speech training aids/equipment
Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication

Low cost technology and its application in development of teaching learning material
Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps
Web based technology for using and training of ISL
Sign to text and Text to sign technology
Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

Unit 4: Technology Facilitating Education

Technology and its impact on education: Changing Trends in teaching & learning
Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self-learning packages, Multimedia)
Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning
ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning
Future technologies: Universal Design: Meaning & Scope

Unit 5: Resource Mobilisation for Technology

Agencies for Aids & Appliances: Government and non-government
Eligibility criteria for availing funding under Government schemes
Procedure for availing funding from different agents
Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome
Agencies/Strategies to locate required human resources for various services and referrals

Course work/ Practical/ / Field Engagement

1. Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor troubleshooting
2. Prepare a list of agencies for procuring equipment and software for teaching speech
3. Make a story using web based content, pictures, images and video clips
4. Compile different educational apps

5. Compile a list of government and non-government funding agencies for aids & appliances.

Transaction & Evaluation

Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

Essential Readings

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; WhurrPublishers.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. AmazonPub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: PluralPublishing.
- Bess, F.H., &Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams &Wilkins.
- Finitzo-Hieber, T.(1981). Classroom Acoustics. In R. J. Roeser& M. P. Downs (Eds.) *Auditory disorders in school children*. New York:Theime-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd& 4th eds.). Baltimore: Williams andWilkins.
- Kumar, K.L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers .AmazonPub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr PublishersLtd.
- Maltby, M.T. (1994). Principles of HearingAid Audiology. London: Whurr Publishers.
- Mathew, S.M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. NewDelhi:RCI
- Moores, Donald, F (1997). Educating the deaf, Houghton NifflinCompan
- Rapp, W.H. (YNK). Universal design for learning in action. BaltimoreMD:Brooks
- Riekehof, LottieL. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, BarbaraR (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn andBacon
- Stewart, D.A. &Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. London : Allyn &Baccon
- Taylor, BrianM., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: PluralPublishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The BathPress.

- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. San Diego: PluralPublishing.

Suggested Readings

- Dillon, Harvey (2001). *Hearing aids*. New York: Thieme MedicalPublications.
- Krumenacker,S.(2014). *Hearing Aid DispensingTrainingManual*. San Diego: PluralPublishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rded.). EnglewoodCliffs, NJ: Prentice-Hall.

PSYCHOSOCIAL AND FAMILY ISSUES

Course code:C 16

Credits: 02

ContactHours: 30

Marks: 50

Introduction

Family and environment play a crucial role in development and education of a child and the same is true in case of children with hearing impairment. As a learner in the field of special education one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate easily accessible, age appropriate and fluent language. The course is expected to draw learner's attention to these factors which are likely to impact education of children with hearing impairment and keep family as the core for success.

Objectives

After completing the course the student-teachers will be able to

- *Explain psycho social development of early childhood and role of family.*
- *To understand the family needs and find self-ready to support families for empowering the child with disability.*
- *Ensure family involvement in educational programs.*

Unit 1: Psychosocial Aspects and Disability

Overview of psychosocial development; wellbeing and quality of life
Implications of hearing impairment on domains of psychosocial development
Role of family in psychosocial development of children with hearing impairment
Role of peers and community in psychosocial development of children with hearing impairment
Challenges and issues in psychosocial development of children with hearing impairment

Unit 2: Family Needs

Identifying Family Needs for information, decision making, skill transfer and referral
Fostering family's acceptance of child's impairment and creating a positive environment
Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy
Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits
Encouraging family participation in self-help groups and family support networking

Unit 3: Family Empowerment

Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting
Encouraging family acceptance of listening devices and ensuring its regular use
Supporting family in fostering and developing communication and language
Involving family in fostering and developing play, recreation and values
Encouraging family involvement in educational programme and participation in community based rehabilitation programme

Engagement/Practicals

- Compile five activities that could be undertaken to foster parents acceptance of their child's impairment
- Select a tool to measure parent's self-efficacy and administer it on three parents and submit with brief reflections.
- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

Transaction & Evaluation

Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

Essential Reading

- Dunst.C, Trivette.C&Deal.A (1996). *Enabling & empowering families. Principles & guidelines for practice*. Cambridge, MA : Brookline Books.
- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness
- Scheetz, N.A.(2000). *Orientation to Deafness*. Boston, MA: Allyn and Bacon.
- Spencer Patricia, Erting Carol, J.mar Marschark, Mane, (2000), The deaf child in the family and school, Laurance Erlbaum

Suggested Reading

- Beazley Sarah & Moore Michele, Deaf children their families and professionals dismantling barriers, David Fultron publishers(2005)
- Brown Ivan and Ray Brown (2000), Quality of life and disability
- Caspe, M., Lopez, M.E., Chu, A., & Weiss, H.B. (2011). *Teaching the teachers: Preparing educators to engage families for student achievement*. Cambridge, MA: Harvard Family Research Project.
- Corter Mairian (1966) deaf transactions: Deaf families, deaf communities and deaf identities, Jessica Kingsley publishers
- Ed Par Ila, Cultural diversity and the deaf experiences (1966), Cambridge university press, USA
- Marschark M and Clark M.D. , Psychological perspectives on deafness Vol I & II, 1998

READING AND REFLECTING ON TEXTS

Course code: D 17

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

Objectives

After completing the course student-teachers will be able to

- Reflect upon current level of literacy skills of the self.*
- Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- Prepare self to facilitate good reading writing in students across the ages.*
- Find reading writing as learning and recreational tools rather than a course task.*

Unit 1: Reflections on Literacy

- 1.1 Literacy and Current University Graduates: Status and Concerns
- 1.2 Role of Literacy in Education, Career and Social Life
- 1.3 Literacy, Thinking and Self Esteem
- 1.4 Literacy of Second Language/ English: Need and Strategies
- 1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

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

Unit 3: Skill Development in Responding to Text

- 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

- 3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
- 3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- 3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

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

Unit 5: Practicing Independent Writing

- 5.4 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
- 5.5 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
- 5.6 Practicing Converting Written Information into Graphical Representation
- 5.7 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
- 5.8 Reflections on the Course: From Theory to Practice to Initiating Process to ImproveSelf

Course Work/ Practical/ Field Engagement

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

Essential Readings

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

- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House: New Delhi.

Suggested Readings

- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). *Programmatic Research on Early Literacy: Several Key Findings*. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly*. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment*. *High Beam*
- May, F. B. (1998). *Reading as communication*. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett: Boston

PERFORMING AND VISUAL ARTS

Course code: D 18

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

Objectives

After completing the course student-teachers will be able to

- Exhibit Basic understanding in art appreciation, art expression and art education.*
- Plan and implement facilitating strategies for students with and without special needs.*
- Discuss the adaptive strategies of artistic expression.*
- Discuss how art can enhance learning.*

Unit 1: Introduction to art Education

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

Unit 2: Performing Arts: Dance and Music

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

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

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

Unit 5: Media and Electronic Arts

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

Course Work/ Practical/ Field Engagement

- 'hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Suggested Readings

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

BASIC RESEARCH AND STATISTICS

Course code: D 19

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

After completing the course student-teachers will be able to

- Describe the concept and relevance of research in education and special education.*
- Develop an understanding of the research process and acquire competencies for conducting a research.*
- Apply suitable measures for data organization and analysis.*

Unit 1: Introduction to Research

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

Unit 2: Types and Process of Research

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

Unit 3: Measurement and Analysis of Data

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

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Essential Readings

- Best, J.W., & Kahn, J.V. (1996). Research in Education Prentice-Hall of India, New Delhi.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Gupta, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.

Suggested Readings

- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.

PRACTICUM: HI

E 2:DisabilitySpecialisation

Hours:120

Credits:04

Marks:100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Aural intervention	Institute / Clinic	<ul style="list-style-type: none"> - Carrying out daily listening checks on children with hearing impairment (5children) - Use Aided Audiogramfor (2 childreaneach) A. Linking Ling’s 6 Soundtest B. Selecting modality of training (Auditory, Speech reading, combination) C. Selecting methodof Communication (Oral vs Manual) 	9	15	
2	Speech intervention	Clinic	<ul style="list-style-type: none"> - Observing individual speech teaching sessions (2children) - Observing group teaching sessions (2children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Suprasegmental aspects of speech (2 children) 	9	15	
3	Learning and practicing ISL	Institute / school / ISL center	To learn and practice Basic vocabulary, Common phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	30	20	
4	Classroom observation of teaching	Special school for children with hearing impairment	Preschool - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods <ul style="list-style-type: none"> - Language - Schoolsubjects - Co-curricular 	Hrs. 4 4 4	24	10

			Primary - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - Schoolsubjects - Co-curricular	4 4 4			
5	Lesson planning	Institute	Supervised activity by college faculty with specific feedback	6	0		
6	Delivering Lessons	Special school	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)	24	50		
7	Individualised lessons		5 lessons on 1 student	6	10		
8	Delivering lessons	Inclusive school	4 lessons of school periods indicating appropriate curricular adaptations	6			
9	Visit to other than practice teaching school	Special school	Observing infrastructure and curricular transaction	6			
TOTAL				120	100		

F1: MainDisabilitySpecialSchool**Hours:120****Credits:04****Marks: 100**

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Teacher assistant **	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	30	15	Journal of daily reflections and learning
2	Practicing functioning as a teacher **		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	20	Daily diary
3	Understanding school examination **		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing	12	10	Portfolio of assessment activities

			pedagogic decisions.			
4	Understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	10	*
5	Development of(TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	10	TLM
6	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school	12	10	*
7	Use of internet and modern technology for improving theclass processes	Special school for children with Hearing Impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	12	10	*
8	Compilations of language teaching material news, conversation, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	6	5	Journal of compilations
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	6	10	
TOTAL				120	100	

* Certificate from school head grading the performance On 5 point scale. Candidates below the score 3 repeat the placement

** For items each student will be assigned a class and the class teacher is expected to support as the long term mentor for the student placed in her / his class

E 1: Cross disability&inclusion**Hours:20****Credits:04****Marks: 100**

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submission
1	Infrastructure of an Inclusive school	Inclusive school	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school	04	30	Report with reflect-ions
2	Classroom teaching observations		Observing 10 lessons (5 language + 5 subjects) and writing report	08	30	
3	Assisting Teacher		Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice sessions recapitulation, and Break times	08	40	
TOTAL				20	100	

F 2: Other DisabilitySpecialSchool**Hours:18****Credits: 04****Marks:100**

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writing diaries & Assisting in school celebrations	12	40	Journal of daily reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats	3	30	Journal

			for pre-school			
3	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	3	30	Journal
TOTAL				18	100	

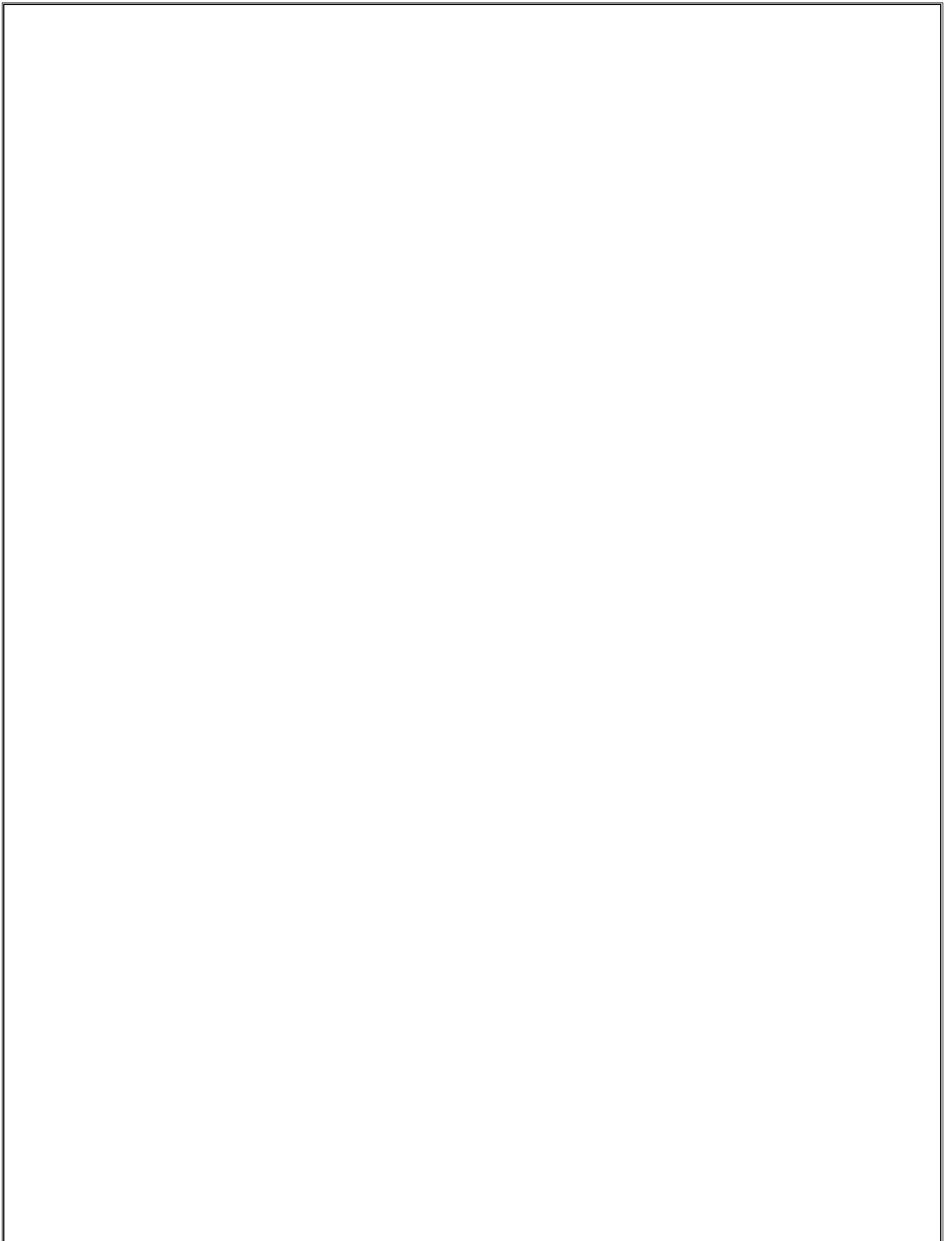
F 3:InclusiveSchool

Hours:120

Credits:04

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	06	5	Report with reflections
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12	5	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM&Planning celebrations	60	50	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12	10	
TOTAL				120	100	



Semester - IV

E 1: Cross disability & inclusion

Hours: 120

Credits: 04

Marks: 100

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

F 2: Other Disability Special School

Hours: 120

Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	1. Classroom teaching, development of TLM, document study, maintenance of record	Other than Visual Impairment	Special Schools for other disabilities	60 Hrs	50
	2. Classroom teaching, development of TLM, document study, maintenance of record	VIMD	Special schools or programmes for Multiple disabilities	60 Hrs	50

F 3: Inclusive School

Hours: 120

Credits: 04

Marks: 100

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