

# CURRICULUM FRAMEWORK

Bachelor of Education – Special Education

**B.Ed Spl. Ed (vi)**

(2<sup>nd</sup> Year)

## B.Ed. Spl Edu. (VI) 2nd Year

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

## **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.

# ORIENTATION AND MOBILITY

**Course Code: B 11(A)**

**Credit: 02**

**Contact Hours: 30**

**Marks: 50**

## **Introduction**

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility.

So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

## **Objectives**

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

- Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.*
- Acquire basic knowledge of human guide techniques.*
- Describe pre-cane and cane travel skills and devices.*
- Get acquainted with the importance and skills of training in independent living for the visually impaired.*

## **Unit 1: Introduction to Orientation and Mobility**

- 1.1 Orientation and Mobility -- Definition, Importance and Scope
- 1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
- 1.3 Roles of Other Senses in O&M Training
- 1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training
- 1.5 Blindfold -- Rationale and Uses for the Teacher

## **Unit 2: Human/ Sighted Guide Technique**

- 2.1 Grip
  - 2.2 Stance
  - 2.3 Hand Position
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2.4 Speed Control

2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

### **Unit 3: Pre-Cane Skills**

3.1 Upper and Lower Body protection

3.2 Room Familiarization

3.3 Using Oral Description for Orientation

3.4 Search Patterns

3.5 Building Map Reading Skills

### **Unit 4: Cane Travel Techniques and Devices**

4.1 Canes -- Types, Parts, Six Considerations

4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique

4.3 Use of Public Transport

4.4 Asking for Help: When and How

4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses

### **Unit 5: Training In Independent Living Skills**

5.1 Self Care, Gait and Posture

5.2 Personal Grooming

5.3 Eating Skills and Etiquette

5.4 Identification of Coins and Currency Notes

5.5 Basics of Signature Writing

### **Course Work/Practical/ Field Engagement**

*Undertake any two of the following*

- a. Act as a sighted guide in different situations/settings.
- b. Prepare a list of canes and other devices available with various sources along with prices.
- c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).
- d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.
- e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

### **Essential Readings**

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina.

# INTERVENTION AND TEACHING STRATEGIES

**Course Code: C 14**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

## **Introduction**

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted.

The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

## **Objectives**

After completing the course student-teachers will be able to

- Explain various theoretical perspectives related to intervention & teaching strategies.*
- Demonstrate techniques of teaching Mathematics to visually impaired children.*
- Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.*
- Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.*
- Describe the process of assessment visual efficiency and classroom management for children with low vision.*

## **Unit 1: Theoretical Perspectives**

- 1.1 Difference among Methods, Approaches and Strategies
- 1.2 Intervention – Concept, Scope and Importance
- 1.3 Intervention for lately blinded students – Role of Special teachers/educators
- 1.4 Mediated teaching-learning – Concept, Need and Procedure
- 1.5 Enriched teaching for Concept development: Converting visual concepts into accessible experiences

## **Unit 2: Mathematics**

- 2.1 Coping with Mathematics phobias
  - 2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment
  - 2.3 Preparation and Use of tactile materials
  - 2.4 Mental arithmetic abilities – Concept, Importance and Application
  - 2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment
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### **Unit 3: Science**

- 3.1 Providing first-hand experience in the class and the school environment
- 3.2 Inclusive/collaborative learning for laboratory work
- 3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment
- 3.4 Problem solving and Learning by doing approach for Visually Impaired students
- 3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

### **Unit 4: Social Science**

- 4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe
- 4.2 Procuring, adapting and use of different types of models
- 4.3 Organizing field trips
- 4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play
- 4.5 Evaluation of concepts and skills in social science with particular reference to Geography

### **Unit 5: Teaching of Children with Low Vision**

- 5.1 Visual Stimulation: Concept and Procedure
- 5.2 Selection of an appropriate medium of reading and writing
- 5.3 Techniques and procedures for developing reading and writing skills
- 5.4 Orientation and Mobility for low vision children
- 5.5 Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

### **Course Work / Practical / Field Engagement**

- Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
- Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
- Functionally assess the vision of a low vision child and plan a teaching programme.

### **Essential readings**

- Bourgeault, S. E. ( 1969). The Method of Teaching the Blind : The Language Arts. American Foundation for the Overseas Blind ,Kuala Lumpur.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge, London.
- Fernandez, G., Koenig. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Bangalore.

# TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

**Course Code: C 15**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

## **Introduction**

Technology in the form of adaptive and assistive devices, plays a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired learners. While highlighting the significance of addressing the users point of view/feedback and involving mainstream professionals in developing required technologies, the course also dwells upon on how best students with visual impairment get access to the printed text/material.

The course also acquaints the student-teachers with various devices for making the teaching-learning process for important school subjects meaningful, exciting and rewarding for all concerned. The educational needs of children with low vision and related technological perspectives are addressed, too, along with critical contributions of computer-aided learning and interventions.

In short, the course focuses on making transaction of curriculum for blind and low vision students, a really enjoyable and worthwhile experience. It needs to be studied in conjunction with course Code C14 of the curriculum.

## **Objectives**

After completing the course student-teachers will be able to

- Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.*
- Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.*
- Get familiar with technologies for print-access for children with visual impairment.*
- Describe and use different technologies for teaching low vision children as also various school subjects.*
- Demonstrate understanding of computer-based teaching-learning processes.*

## **Unit 1: Introducing Educational and Information Communication Technology**

- 1.1 Educational Technology-Concept, Importance, and Scope
  - 1.2 Difference between Educational Technology and Technology in Education
  - 1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment
  - 1.4 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired
  - 1.5 ICT and the UN Convention on the Rights of Persons with Disabilities.
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## **Unit 2: Adaptive Technologies**

- 2.1 Concept and Purposes
- 2.2 Basic Considerations--Access, Affordability, and Availability
- 2.3 Addressing User's Perspectives in Developing Adaptive Technologies
- 2.4 Roles of IIT's and the Scientific Community;
- 2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.

## **Unit 3: Access to Print for the Visually Impaired**

- 3.1 Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.
- 3.2 Braille Notetakers and Stand-alone Reading Machines
- 3.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers
- 3.4 On-Line Libraries and Bookshare
- 3.5 Daisy Books, Recordings, and Smart Phones.

## **Unit 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision**

- 4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.
- 4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.
- 4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS
- 4.4 Low vision devices: Optical, Non-Optical and Projective
- 4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

## **Unit 5: Computer-Aided Learning**

- 5.1 Social Media
- 5.2 Creation of Blogs
- 5.3 Tele-Conferencing
- 5.4 Distance Learning and ICT
- 5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment

## **Course Work / Practical / Field Engagement**

### **Any three of the following**

- Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school
  - Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired
  - Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit
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3 above.

- Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them
- Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers
- Prepare a short note (in about 400 words) on various aspects of a classroom and how it could be made accessible to the visually impaired

### **Essential Readings**

- Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.
- Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts. American Foundation for the Overseas Blind, Kuala Lumpur.
- Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mani, M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). Asian Blind Union, New Delhi.
- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scheiman, M., Scheiman, M., & Whittaker, S. (2006). Low Vision Rehabilitation: a practical guide for occupational therapists. Therefore Slack Incorp, New Jersey.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Singh, J. P. (2003). Technology for the Blind: Concept and Context. Kanishka Publication, New Delhi.
- Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka Publication, New Delhi.

### **Suggested Readings**

- Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers. Kanishka Publication, New Delhi.
  - Hersh, M.A., & Johnson, M. (2008). Assistive Technology for Visually Impaired and Blind People. Springer, London.
  - Sadao, K. C., & Robinson, N. B. (2010). Assistive Technology for young children: creating inclusive learning environments. Paul H Brooks, Baltimore.
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# PSYCHO SOCIAL AND FAMILY ISSUES

**Course Code: C 16**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

## **Introduction**

Children with Visual Impairment belong to families. It is important to explore family backgrounds and their influence on how visually impaired are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the visually impaired, and the roles and responsibilities of the family and the community.

## **Objectives**

After completing the course student-teachers will be able to

- Describe the effect of birth of a child with visual impairment on the family.*
- Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.*
- Explain the role of parent community partnership in the rehabilitation of a person with visual impairment.*
- Develop different skills to empower families in meeting the challenges of having a child with visual impairment.*

## **Unit 1: Family of a Child with Visual Impairment**

- 1.1 Birth of a child with visual impairment and its effect on parents and family dynamics
- 1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting
- 1.3 Stereotypic attitudes related to visual impairment and attitude modification
- 1.4 Role of family in Early stimulation, Concept development and Early intervention
- 1.5 Role of siblings and extended family

## **Unit 2: Parental Issues and Concerns**

- 2.1 Choosing an educational setting
- 2.2 Gender and disability
- 2.3 Transition to adulthood: sexuality, marriage, and employment
- 2.4 Parent support groups
- 2.5 Attitude of professionals in involving parents in IEP and IFSP

## **Unit 3: Rehabilitation of Children with Visual Impairment**

- 3.1 Concept of habilitation and rehabilitation
  - 3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)
  - 3.3 Legal provisions, concessions and advocacy
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3.4 Vocational rehabilitation: need and challenges

3.5 Issues and challenges in rural settings

#### **Unit 4: Meeting the Challenges of Children with Visual Impairment**

4.1 Enhancing prosocial behaviour

4.2 Stress and coping strategies

4.3 Recreation and leisure time management

4.4 Challenges of adventitious visual impairment

4.5 Soft skills and social skills training

#### **Course Work/ Practical/ Field Engagement (Any Two)**

- Interview family members of three children with visual impairment (congenital/ adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child
- Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment
- Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment
- Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available

#### **Essential Readings**

- Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision, India.
- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon, Boston.
- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.
- Lowenfeld, B. (1973). Visually Handicapped Child in School. American Foundation for the Blind, New York.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, California.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling publishers Pvt. Ltd., New Delhi.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/ Perkins. Watertown.
- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2Ed). Allyn & Bacon. USA.

## 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 Improve Self

#### **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>).

# 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



# 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.

**Semester - III**

**E 2: Disability Specialisation**

**Hours: 120**

**Credits: 04**

**Marks: 100**

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Submissions
1.1	Reading and writing of standard English braille	College	VI	1. Reading and writing English Braille text. Transcription from print to Braille and vice versa(Grade II)  2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions  3. Abacus and Geometric kit	60 Hours  30 Hours  30 Hours	50  25  25	

**F1: Main Disability Special School**

**Hours: 120**

**Credits: 04**

**Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	No. of Lessons
1	Classroom teaching	VI	Special Schools for VI	Min. 90 school periods

### 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 2. Classroom teaching, development of TLM, document study, maintenance of record	Other than Visual Impairment	Special Schools for other disabilities	60 Hrs	50
		VIMD	Special schools or programmes for Multiple disabilities	60 Hrs	50

**F 3: Inclusive School**

**Hours: 120**

**Credits: 04**

**Marks: 100**

<b>Sl. No.</b>	<b>Tasks for the Student-teachers</b>	<b>Disability Focus</b>	<b>Educational Setup</b>	<b>Hrs.</b>	<b>Marks</b>
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