

UNIVERSITY OF MUMBAI

No. UG/69 of 2013-14

CIRCULAR:-

The Head, University Department of Education and the Principals of affiliated Colleges in Education are hereby informed that the recommendation made by the Faculty of Arts at its meeting held on 30th May, 2013 has been accepted by the Academic Council at its meeting held on 7th June, 2013 **vide** item No. 4.11 and subsequently approved by the Management Council as its meeting held on 20th June, 2013, 21st June, 2013 and 11th July, 2013 **vide** item No.15 and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 54 (1) and 55 (1) of the Maharashtra Universities Act, 1994, the Ordinances 6058 & 6059 and Regulations 8664, 8665, 8666 & 8667 and syllabus as per Credit Based semester and Grading System for the Bachelor of Education (B.Ed.) programme in the course of Learning Disability is introduced, which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2013–2014.

MUMBAI – 400 032
21st October, 2013

REGISTRAR

To,

The Head, University Department of Education and the Principals of affiliated Colleges in Education.

A.C/4.11/7/06/2013

M.C/15/20/06/2013, 21/06/2013 & 11/07/2013

No. UG/69 -A of 2013-14

MUMBAI-400 032

21st October, 2013

Copy forwarded with compliments for information to:-

- 1) The Dean, Faculty of Arts.
- 2) The Chairperson, Board of Studies in Education,
- 3) The Director, Board of College and University Development.
- 4) The Co- Ordinator, University Computerization Centre
- 5) The Controller of Examinations.

Sd/-

Deputy Registrar
Under Graduate Studies

AC 7/6/13

Item No. 4.11

UNIVERSITY OF MUMBAI



Ordinances, Regulations and Syllabus Program -B.Ed. Course - Learning Disability (LD)

(Regular & Full Time)

(Introduced as per Credit Based Semester and Grading
System

with effect from the academic year 2013–2014)

University of Mumbai

B Ed Learning Disability (LD)

The B.Ed. (LD) programme of one academic year is introduced in the University of Mumbai and implemented from academic year 2013-14. As per the D.O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC, this programme is Credit Based Semester and Grading System comprising of two semesters. The syllabus of B.Ed. (LD) is based on the approved syllabus of the Rehabilitation Council of India (RCI).

Preamble

In the foreword to the National Policy for Persons with Disabilities (2006), Smt Meira Kumar, the then Minister for Social Justice and Empowerment, rightly observes: “The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities.”

Indeed, it is universally recognized now that persons with disabilities constitute valuable human resources for societies. Meaningful education alone can enable them to face the challenges of life effectively, participate actively in community activities and thus become useful assets.

It is in this background that Section 26 of our Persons with Disabilities Act- 1995, enjoins upon all the appropriate Governments and the local authorities to “Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years.”

The UN Convention on the Rights of Persons with Disabilities which our Government has already ratified in October, 2007, recognizes through Article 24, the right of persons with disabilities to education. For realizing this right, the Convention calls upon Member-States, inter-alia, to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, on the basis of disability and that they receive ‘effective individualized support measures in environments that maximize academic and social development, consistent with the goal of full inclusion’.

In this important context, our country’s The Right of Children to Free and Compulsory Education Act, 2009 assumes special significance. It provides for quality educational opportunities to be made available to children with disabilities as well, along with necessary infrastructural facilities and support services including trained teachers.

It is therefore, incumbent upon us all to redouble our efforts with utmost vigour and sincerity to create educationally conducive environments for our children with disabilities. We have, of course, a long way to traverse. The literacy rate among persons with disabilities is reported to be just about 49 percent. Only about 9 percent of disabled youngsters manage to complete secondary education.

Para 48 of the National Policy for Persons with Disabilities, seeks to ensure “that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020.” In order to work towards realizing this huge target, we need a large cadre of appropriately and adequately trained teachers, apart from other requisite support services and technologies.

Our teachers have to play a decisive role in bringing about a qualitative change in the lives of persons with disabilities. They have to imbibe the desired positive attitudes towards disability, viewing it as a special challenge to human ingenuity and resourcefulness and not a terrible affliction or obstruction. They have to understand the real meaning of inclusion—a basic mindset, a philosophy of life and not just a matter of rhetoric or a cliché. And, of course, they have to acquire all necessary knowledge and skills for successful and efficient discharge of their onerous responsibilities.

The proposed B Ed Learning Disability (LD) course seeks to fulfill this important goal of preparing competent, creative, committed and confident teachers of children with disabilities.

O. 6058 Title: B Ed Learning Disability (LD)

R. 8664 Duration: One academic year as Credit Based Semester and Grading System comprising of two semesters.

O. 6059 Eligibility: Following candidates are eligible for admission: A candidate for the degree of B.Ed. (LD) must have passed a Bachelors' degree examination of this University in any discipline (for example, B.Com, B. Sc, BA, B. Arch, BMS, BMM, BE, etc) or a corresponding degree examination of any other UGC recognized University.

The eligibility for admission is 50 % aggregate in the qualifying degree examination. The regulations prescribed by the State Governments concerned with regard to minimum eligibility criteria and reservation policies are applicable.

Aim and Objectives of the Programme:

Aim: The B.Ed. (LD) programme aims at developing school teachers with particular focus and expertise for children with learning disability who would work at various special and mainstream educational settings. The programme will prepare human resource to enable them to acquire knowledge, develop competencies and have appropriate attitude needed to effectively plan and impart education to ALL children with special focus on children with learning disability.

Objectives: After completing the programme the learners would:

- (i) Acquire knowledge about change in the prevailing and emerging Indian Society in view of recent trends in education and national development.
- (ii) Be able to identify, manage and evaluate the special needs of children and facilitate them to realize their potentials and abilities to meet the individual as well as national goals with self respect, dignity and freedom.
- (iii) Be able to develop skills and competencies to cater to the needs of children with learning disability in mainstream and special class settings covering cognitive, affective and psycho-motor domains.
- (iv) Be equipped with various techniques / methods of teaching, evaluation and parent empowerment of children with learning disability on individual, small group and large group basis.
- (v) Obtain a sound understanding of relevant issues which would create a base for his/her future learning and skill development for self empowerment useful for functioning as an educator.

Attendance Requirement:

The required attendance for theory courses is 80% and that for practical courses is 90% in each semester. A candidate for the examination in courses in theory and practical must apply to the Registrar of University of Mumbai with certificates required, through the Principal/ Head of the College of special Education in which he/she has received education.

Curriculum Transaction Pattern:

I The programme of B. Ed (LD) comprises of:

- theory courses which are assessed externally at the end of the semester,
- internal tests and assignments which are assessed by college throughout the semester,
- practical courses which are assessed internally throughout the semester.

These will be covered in two consecutive semesters.

II The programme is of 40 credits. Each credit will comprise of 30 learning hours.

III Each theory course has instructional and notional hours. The instructional hours will include classroom instructions. The Notional Hours include visits, assignments, projects, library work, attending seminars / workshops, preparations for examinations etc.

Semester I

IV Schemes of Theory courses (Part- A)

Course Code	Course Title	Credits	Hours		Marks	
			Instructional	Notional	Semester End Assessment	Internal Assessment
USBEDLD 101 (MC-1)	Nature and Needs of Various Disabilities- An Introduction	4	60	60	80	20
USBEDLD 105	Introduction to Learning Disabilities	3	60	30	80	20
USBEDLD 106	Assessment of Children with Learning Disabilities	3	60	30	80	20
USBEDLD 108 (MA-1)	Subject Teaching	3	60	30	80	20
	Total	13	240 hrs	150 hrs	320 marks	80 marks.

V Schemes of Skill (Practical) courses (Part- B)

Course Code	Course Title	Credits	Hours	Marks	
				Semester End Assessment	Internal Assessment
USBEDLD 109	Classroom observation in special school	1	30	Nil	30
USBEDLD 110	Case study	1	30	Nil	30
USBEDLD 111	Teacher Made Test	1	30	Nil	30
USBEDLD 112	Curricular Adaptation	1	30	Nil	20
USBEDLD 113	Teaching Learning Materials	1	30	Nil	20
USBEDLD 114	Vacation Plan	1	30	Nil	20
	Total	6	180	Nil	150

Semester II

VI Schemes of Theory courses (Part- A)

Course Code	Course Title	Credits	Hours		Marks	
			Instructional	Notional	Semester End Assessment	Internal Assessment
USBED LD 102 (MC-2)	Education : A global perspective	4	60	60	80	20
USBED LD 103 (MC-3)	Educational psychology and persons with disabilities	4	60	60	80	20
USBED LD 104 (MC-4)	Educational planning and management, curriculum designing and research	4	60	60	80	20
USBED LD 107	Intervention and remediation of Learning Disabilities	3	60	30	80	20
	Total	15	240hrs.	210 hrs.	320 marks	80 marks

VII Schemes of Skill (Practical) Courses (Part- B)

Course Code	Course Title	Credits	Hours	Marks	
				Semester End Assessment	Internal Assessment
USBEDL D 115	Peer Observation	1	30	--	20
USBEDL D 116	Group Macro Practice lessons	3	90	--	50
USBEDL D 117	Psychological Tests & Tools	1	30	--	30
USBEDL D 118	IEP & Individual/Remedial lessons	1	30	--	50
	Total	6	180	--	150

R 8665 Scheme of Assessment

Theory courses

A) Semester End Assessment for theory courses:

The assessment of theory courses shall be semester wise as per the scheme of courses given in V and VII by way of written papers and internal assessment.

Semester end examination:

- Duration –3Hours of written exam for 80 marks per course

• Question Paper Pattern:

1) There shall be different sections of long and short questions.

2) All sections shall be compulsory but, internal choice of questions within each section shall be given.

- 2 questions (out of 3) x 12 marks = 24
- 4 questions (out of 6) x 8marks = 32
- 6 questions (out of 7) x 4 marks = 24

B) Internal Assessment: (20 marks per theory course)

The Principal/Head of the College of Education shall forward to the University, the marks obtained by each candidate for internal assessment through tests as given in V and VII.

1. Class test (10 marks)
2. One assignment (05 marks)
3. Overall conduct and Class participation (05 marks)

Scheme of assessment for practical courses:

There will be no Semester End Assessment for practical courses. Assessment of practical skills is done only internally

USBEDLD 109 Classroom observation (1 credit, 30 marks)

Each candidate is expected to observe a minimum of 20 school periods in a special school and 10 school periods in mainstream school wherein a student with Learning Disability is studying. Observations are to be allocated at all levels/sections of the school and for all school subjects. The candidate needs to write the observation reports of 20 + 10 school periods in a format prescribed by the College of Education and is to be evaluated by the supervisor. Practice lessons in the first and second semesters may preferably be allocated on the classes which the candidate has observed.

USBEDLD 110 Case study: (1 credit, 30 marks)

At least one detailed case study to be done on a child identified as having learning disability. The college may develop a format for the case study which would include child's profile, home visit, portfolio, current level of functioning, IEP etc. For assessment of the selected student, all the tests mentioned in unit 4 of theory course code USBEDLD 103 need to be administered with appropriate interpretation.

USBEDLD 111 Teacher Made Test (1 credit, 30 marks)

Each candidate is expected to develop and submit one curriculum based Teacher Made Test on any given area of deficit as seen in the student with Learning Disability. He/she is expected to administer one of the tests and submit the findings with interpretation.

USBEDLD 112 Curricular adaptation (1 credits, 20 marks)

- a. **Best inclusive teaching practices manual:** Candidates are expected to prepare a document on guidelines on best practices in classroom **teaching** strategies to suit the diverse needs of the classroom with special focus on all disabilities (5 marks). This could be a group task for the learners.
- b. **Best inclusive assessment/examination practices manual:** Candidates are expected to prepare a document on guidelines on best practices in classroom **assessment/examination** strategies to suit the diverse needs of the classroom with special focus on all disabilities.(5 marks) This could be a group task for the learners.
- c. **Content adaptation:** Each candidate develops 2 samples of content adaptation of any of the chapters from any of the school text book of any of the school subjects. This should be for students with Learning Disability (at minimum 3 levels) OR one for any of the other disabilities.(5 marks).
- d. **Compiling current state provisions:** Each candidate compiles the current concessions/exemptions/reservations provided to children with disabilities by the state government (5 marks).

USBEDLD 113 Teaching Learning Material (1 credit, 20 marks)

TLM: Each candidate is expected to develop a TLM (model, workbook, concept book, adapted story book, educational chart etc) for primary level student with Learning Disability.

USBEDLD 114. vacation plan: (1 credit, 20 marks) Each candidate also needs to prepare a vacation plan for a student with learning disability for Christmas vacation of not less than 10 days (minimum 6 activity based worksheet per day). It would have daily activities, exercises and tasks for the student and parents in various areas. Vacation plan is a direct extension of IEP and hence preferably, vacation plan needs to be made for the same student for whom IEP is prepared.

USBEDLD 115 Peer observation of lessons (1 credit, 20 marks): Each candidate is expected to observe at least 4 lessons being given by a peer. Observations should be as per the format provided by the college.

USBEDLD 116. Group macro practice lessons (3 credits, 50 marks): Each candidate is expected to give at least 25 lessons out of which 8 need to be remedial lessons, 8 need to be group macro lessons in special set up, 4 group macro lessons for co-curricular activities and 5 need to be group macro lessons in mainstream classroom having at least one student with Learning Disability.

Each lesson will be evaluated out of maximum of 50 marks as per different parameters such as planning, execution, use of teaching aids, evaluation etc as per a prescribed format developed by the college of Education. The marks awarded need to be averaged and converted into appropriate marks considering the maximum marks to be 50.

USBEDLD 117 Psychological Tests and Tools (1 credit, 30 marks)

Each candidate is expected to observe administering of IQ, achievement and personality tests (2 each) and submit report with interpretation as well as recommendations. (10 marks)

Each candidate is expected to understand and administer 2 tests which are meant to be administered by educators and submit report with interpretation as well as recommendations. (10 marks)

USBEDLD 118. IEP and Individual/remedial lessons (1 credit, 50 marks):

IEP: Each candidate is expected to develop one IEP for a student with learning disability as per the prescribed format given by the college. Submitted IEP will be assessed for 20 marks.

Individual/remedial teaching: Individualized lesson shall be carried out on 2 students from the special school. 4 lessons shall be executed on each student. Each lesson will be for 15 minutes and will be marked out of 10 marks each. The marks allocated to these 8 lessons need to be converted into 30 marks considering the maximum marks to be 50.

R 8666 Standard of Passing:

a) The passing percentage of theory and practical courses is 45% in both the semesters separately. The overall grade of the B Ed (LD) program will be calculated on the basis of totaling the external and internal assessment of both semesters. The marks and the corresponding grades and grade points are as follows:

Grade	Percentage of marks	Grade points
O	70 & above	7
A	60-69	6
B	55-59	5
C	50-54	4
D	45-49	3
F (Fail)	Below 45	1

b) CARRY FORWARD OF MARKS:

A candidate may reappear for the courses (theory or practical) in which he/she has failed. In such cases he/she is allowed to carry forward the marks previously obtained in other theory /practical courses in which he/she has already passed.

R 8667 ATKT (Allowed To Keep Term):

1. A candidate shall be allowed to keep term for Semester II irrespective of number of heads of failure / absence during examination in theory or practical courses of the Semester I.
2. The result of Semester II shall be kept in abeyance until the candidate passes each of the theory and practical courses in Semester I and Semester II.

3. A candidate who fails / remains absent during exam in theory or practical (fully or partially) is allowed to reappear only for a maximum of 3 consecutive examinations (excluding the first original attempt).
4. A candidate failing in theory courses fully or partially is allowed to reappear for the examination without attending the instructional hours with the next batch. A candidate failing in practical courses fully or partially is required to repeat 25% of practical work in the concerned practical course. Marks obtained by the candidate on repeated practical work need to be submitted to University by the college of education on completion of this task.

IMPORTANT NOTE:

It is obligatory for each of the qualified special teachers to register his/her name at Rehabilitation Council of India and OBTAIN CRR number after which he/she is allowed to teach children with disability. Successful B Ed (LD) candidates therefore must ensure that they apply for this registration through college of education. This registration needs periodical renewal for which teachers are to undergo in service training programs on regular basis.

CORE PAPERS

Course code: USBEDLD 101

NATURE AND NEEDS OF VARIOUS DISABILITIES - AN INTRODUCTION

OBJECTIVES:

(60 Hours)

After studying this paper, the learners are expected to:

1. Define the different concepts, characteristics, trends and describe in detail issues in special education.
2. Explain the different concepts and describe in detail the nature, types, characteristics and educational implications of sensory impairment.
3. Explain nature, types, characteristics and educational implications of loco-motor disabilities, conditions and neurological dysfunctions
4. Explain nature, types, characteristics and educational implications of Intellectual Disabilities
5. Explain nature, types, characteristics and educational implications of Multiple Disabilities
6. Define the nature, scope & implications in career education & describe / list down the issues/challenges in the rehabilitation of persons with special needs.

Course Content

Unit 1: Introduction

(10 Hrs)

- 1.1 Impairment, Disability, Handicap: Concept and Characteristics
- 1.2 Exceptionally: Concept and Types
- 1.3 Special Education: Definition and History
- 1.4 Service Delivery Systems
- 1.5 Changing Trends and Issues in Special Education

Unit 2: Sensory Impairment (Visual Impairment and Hearing Impairment)(10 Hrs)

- 2.1 Hearing and Visual Impairment
- 2.2 Types of Hearing Impairment and Visual Impairment
- 2.3 Multi-sensory impairments and Associated Conditions
- 2.4 Educational Implications
- 2.5 Curricular adaptations needed in mainstream set up

Unit 3: Locomotor Disabilities & Neurological Dysfunctions

(10 Hrs)

- 3.1 Nature & needs of Orthopedic Conditions: Muscular Dystrophy, Spine Bifida, Osteogenesis Imperfecta, Poliomyelitis
- 3.2 Nature & needs of Neurological Dysfunctions: Cerebral Palsy
- 3.3 Nature & needs of ADD and ADHD
- 3.4 Nature & needs of Leprosy-cured
- 3.5 Educational Implications and curricular adaptations

Unit 4: Intellectual Disabilities (MR, PDD, Slow Learners)

(10 Hrs)

- 4.1 Definition and Characteristics (with ref to Theories of intelligence- Kauffman & Kauffman, 1983; Sternberg, 1986; PASS theory, Das 1973)
- 4.2 Classification / Types
- 4.3 Etiological Factors
- 4.4 Treatment strategies for PDD
- 4.5 Educational Implications and curricular adaptations

Unit 5: Multiple Disabilities

(10 Hrs)

- 5.1 Definition and Characteristics

- 5.2 Types / combinations
- 5.3 Etiological Factors
- 5.4 Treatment strategies for associated conditions
- 5.5 Educational Implications and curricular adaptations

Unit 6: Career Education and Rehabilitation

(10 Hrs)

- 6.1 Habilitation and Rehabilitation: Concept, Nature and Need
- 6.2 Education for Independent Living
- 6.3 Transition from school to work, Vocational training and job opportunities
- 6.4 Legal issues in rehabilitation
- 6.5 Challenges and implications

Notional hour activities:

(60 Hrs.)

1. Observation/group activity on disability orientation for teachers in mainstream schools
2. Evaluating learning environment in mainstream schools
3. Assignments, projects, library work, attending seminars / workshops, preparations for examinations etc.
4. Visits to Rehabilitation Institutes and report writing
5. Field and community work

References:

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Course code: USBEDLD 102
EDUCATION: A GLOBAL PERSPECTIVE

OBJECTIVES:
(60 Hours)

After studying this paper, the learners are expected to:

1. Define & explain the concept, meaning, nature & philosophies of general & special education & critically evaluate their educational implications taking into account the various historical perspectives.
2. List briefly and distinguish between the aims, functions and priorities of general, special & inclusive education and state the importance of various national and international legislations supporting it.
3. define and explain the concept and philosophies of inclusive education and critically evaluate the role of its facilitators (schools, teachers, educators)
4. State briefly the role of various agencies of education n with reference to general and special education and critically analyze their contribution in the social context.
5. Describe the role of Government & non-governmental agencies in general and special education and list down the educational concessions / facilities to persons with special needs

6. Critically define and elaborate upon the modern ethos in education and briefly explain several national and international legislations supporting these modern ethos with reference to HRD, NCF, Rights based education, equalization of educational opportunities.

COURSE CONTENT

Unit 1: Nature, Process and Philosophy of Education (10 Hrs)

- 1.1 Education: Its conceptual development the delineation of its meaning in traditional and modern times
- 1.2 Nature and Philosophy of Idealism, Naturalism, Pragmatism, Humanism and Constructivism
- 1.3 Nature and Philosophy of special education
- 1.4 Implications of Idealism, Naturalism, Pragmatism, Humanism and Constructivism in general and special education
- 1.5 Historical perspective of education in India & abroad.

Unit 2: Educational Aims (10 Hrs)

- 2.1 Aims, functions and priorities of education
- 2.2 Aims, objectives and functions of special education
- 2.3 Direction and priorities of general and special education
- 2.4 Recent trends in general and special education in India
- 2.5 Education For All movement, NPE (1986); POA (1992), RCI Act (1992), IED Scheme, SSA (1992), PWD Act (1995), NT Act (1999), Biwako Millenium Framework, UNCRPD (2006), Right to Education Act, (2009) and its implications.

Unit 3: Inclusive Education (10 Hrs)

- 3.1 Concept and principles of inclusion: Aims, functions, priorities; implications of educational Philosophies on inclusive education
- 3.2 Continuum of educational services
- 3.3 Inclusive Education a rights-based model: Community linkages and partnerships for inclusion
- 3.4 History and current status of Inclusive education in India: strengths, limitations and issues.
- 3.5 Role of schools (regular/special) and teachers/educators (regular/special) in facilitating inclusive education

Unit 4: Education in the Social Context (10 Hrs)

- 4.1 Formal, Informal and Non – formal Education
- 4.2 Continuous and Life – long Education
- 4.3 Community Based Education
- 4.4 Open Learning, Distance Education with reference to General and Special Education
- 4.5 Value Oriented Education

Unit 5: Educational Agencies for National Development (10 Hrs)

- 5.1 Educational challenges for economic and socio – political development

- 5.2 Role of home, school, society and mass media
- 5.3 Role of Government and Non – Government agencies in general and special education. Example : MHRD, MSJ&E, NCERT, SCERT, National Institutes for Handicapped and various NGOs; International Non Government Organization (INGOs) like UNICEF, UNESCO, ACTIONAID, CBM,
- 5.4 Resource mobilization through funding agencies
- 5.5 Educational Concessions / facilities for persons with special needs

Unit 6 : Education and the Modern Ethos

(10 Hrs)

- 6.1 Democracy, Socialism and Secularism
- 6.2 Constitutional provisions in human rights
- 6.3 Equalization of educational opportunities: an overview strategies, schemes and laws in various countries.
- 6.4 Human resource development in education (RCI, NCTE, Open Universities, Teleconferencing, Continuing Rehabilitation Education Programs - CREs, National Institutes); NCF and its impact on Teacher Education.
- 6.5 Planning and management of human resources in education – teachers, volunteers, parents, Community, need for public-private partnerships.

Notional hour activities:

1. Participation in Community Based Rehabilitation
2. Observation of Parent empowerment Programme in special or mainstream set up.
3. Assignments, projects, library work, attending seminars / workshops, preparations for examinations etc

References:

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Course code: USBEDLD 103

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

(60 Hrs)

OBJECTIVES

After studying this paper, the learners are expected to:

1. Apply and explain the contribution of educational psychology to general and special education and also define nature of motivation, sensation, attention and such other cognitive processes with their implications to specific disabilities.
2. Explain the concepts, principles, stages of growth and development along with the influences of heredity and environment on it and to identify the developmental needs, delays and deviances in children.
3. Present the different perspective of learning, concept formation, memory and forgetting and enable them to explain its implications to various disabilities.
4. Define and explain theories of intelligence, creativity, characteristics of creative people and able to conduct psychological testing in the respective areas.

5. Describe different personality traits in order to identify the symptoms of maladjustment and features of personality disorders.
6. Undertake / organize guidance and counseling services as a part of disability rehabilitation with special emphasis on the role of parents and teachers.

COURSE CONTENT

Unit1: Introduction to Psychology (10 Hrs)

- 1.1 Definition, Nature, Scope, Branches of psychology
- 1.2 Educational psychology: scope and relevance to general and special education.
- 1.3 Motivation: definition and theories
- 1.4 Sensation, attention and perception and thinking
- 1.5 Implications of above with regard to specific disabilities

Unit2: Growth and Development (10 Hrs)

- 2.1 Definitions, Principles and Theories of Growth and Development (Bronfenbrenner, Piaget, Kohlberg)
- 2.2 Influence of heredity and environment
- 2.3 Stages of development with reference to children with disabilities
- 2.4 Developmental needs from infancy through adolescence
- 2.5 Developmental delay and deviance

Unit 3: Learning (10 Hrs)

- 3.1 Concept formation
- 3.2 Learning: Definition, domains and factors affecting learning
- 3.3 Theories of Learning (Behavioral, Cognitive and Social)
- 3.4 Memory and Forgetting
- 3.5 Implications of the above with regard to various disabilities

Unit 4: Intelligence, Aptitude and Creativity (10 Hrs)

- 4.1 Definition of Intelligence and aptitude
- 4.2 Theories of Intelligence (Spearman, Guilford, Thurstone and Gardner, Kauffman & Kaufmann, 1983, Sternberg, 1986, PASS theory by Das, 1973)
- 4.3 Concept of Creativity, its process, characteristics of creative people and teachers' role in stimulating creativity
- 4.4 Psychological Testing: Objectives, principles and tests of intelligence aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT, DST, Passi/Baquer Mehdi, Das-Naglieri Cognitive Assessment System (CAS))
- 4.5 Implications of the above with regard to various disabilities

Unit5: Personality (10 Hrs)

- 5.1 Definition, Theories and Assessments of Personality
- 5.2 Frustration and conflict

- 5.3 Mental health and signs and symptoms of maladjustment
- 5.4 Characteristics of childhood and adolescence (ADHD, CD, ODD, Anxiety disorders, Depressive disorder, Eating disorder)
- 5.5 Implications of disabilities in personality assessment

Unit: 6: Guidance, Counseling and Management

(10 Hrs)

- 6.1 Definition and Scope of guidance and counseling
- 6.2 Approaches and techniques of guidance and counseling
- 6.3 Discipline and Management of classroom behavior problems
- 6.4 Vocational assessment, guidance and training.
- 6.5 Yoga and other adjunctive aids (music, dance, art and biblio therapy)

Notional hour activities:

1. Preparing a chart on normal developmental milestones
2. Subject teleconference and viewing disability films
3. Assignments, projects, library work, attending seminars / workshops, preparations for examinations etc

References:

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- Sujathanalini, J. (2007). Learning difficulties in children: Teacher competencies. New Delhi: Discovery Pub. House.
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Course code: USBEDLD 104

**EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM
DESIGNING
AND RESEARCH (60 Hours)**

OBJECTIVES

After studying paper, the learners are expected to:

1. Define the meaning, need, scope, principles of institutional planning and educational management and describe the types of leadership and organizational climate in school setting.
2. Define the principles of curriculum development and explain important contribution of different types of curricular and co-curricular activities justifying the need of disability-wise curriculum adaptations.
3. Explain different theories & approaches to instruction and models of teaching.
4. Describe use of ICT, multimedia, individualized instruction and describe environmental modifications with reference to barrier free environment.
5. Define the need, scope, principles and types of educational research.
6. Describe the nature of educational evaluation and define the characteristics of a good test; construct a test and describe descriptive and inferential statistics.

COURSE CONTENT

Unit 1: Educational Management (10Hrs)

- 1.1 Educational management: meaning, need, scope, system approach, matrix management
- 1.2 Concept and Principles of Institutional Planning and Management, Admission, School plan, Classification, Provisions, Records and report writing
- 1.3 Staff: recruitment, development, appraisal
- 1.4 Institutional Organization, Administration, Inspection and Supervision and Mentoring in a school setting
- 1.5 Types of Leadership and Organizational Climate in a school setting

Unit2: Curriculum (10 Hrs)

- 2.1 Definition, Meaning, Principles and types of Curriculum
- 2.2 Principles of curriculum development and disability wise curricular adaptations
- 2.3 Curriculum planning, implementation and evaluation-implications for disabilities
- 2.4 Importance and types of co-curricular activities and its linkage with curricular activities
- 2.5 Disability wise Adaptations of co-curricular activities

Unit3: Instructional Strategies (10 Hrs)

- 3.1 Theories of instruction – Bruner and Gagne
- 3.2 Approaches to instruction –cognitive, behavioral, and eclectic
- 3.3 Instructional Design - Macro / Micro designs
- 3.4 Individual, peer, small group, large group instructions
- 3.5 Teaching materials-aids and appliances, other equipments and their development
- 3.6 Models of teaching – concept and scope, Concept Attainment Model, Development Model, Role Play Model

Unit 4: Educational Technology (10 Hrs)

- 4.1 Educational Technology: Concept and Scope, Objectives, planning and implementation; ICT
- 4.2 Role & Types of Audio-visual aids in teaching; Use of Multi-media in education of students with special needs
- 4.3 Individualized Instruction: Programmed Instruction, Computer Assisted Instruction and Interactive Learning
- 4.4 Environmental modifications and use of assistive technology and Barrier free environment for Persons with Disabilities
- 4.5 Teaching learning materials: Importance, need and guidelines on use with reference to various disabilities

Unit 5: Educational Research (10 Hrs)

- 5.1 Educational Research: need and scope
- 5.2 Principles of Research in Education
- 5.3 Tools of Research
- 5.4 Types of Research: Fundamental, Applied & Action
- 5.5 Overview of research studies in special education in India

Unit 6: Educational Evaluation (10 Hrs)

- 6.1 Meaning, scope and types of evaluation; changing trends in educational evaluation
- 6.2 Types of Tests: tools & techniques of conventional & alternate evaluation
- 6.3 Characteristics of a good test, construction of test, items for CRT, NRT, Teacher Made Test
- 6.4 Descriptive statistics, Measures of central tendency (Mean, Median, Mode), Measure of variability (Standard Derivation, Quartile Deviation)
- 6.5 Inferential statistics, correlation, rank order correlation, construction of different graphs and diagrams. Presentation of data through graphs, tables & diagrams – need &importance

Notional hours (30 Hrs)

1. Preparation of a survey tool for mainstream school teacher for awareness about Learning Disability
2. Short school screening checklist for Learning Disability
3. Assignments, projects, library work, attending seminars / workshops, preparations for examinations etc

References:

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- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book. Associated Publishers.
- Ryndak, D. L. & Alper, S. (1996). Curriculum content for students with moderate and severe disabilities in inclusive settings. Boston: Allyn and Bacon.
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SPECIALIZATION COURSES

Course code USBEDLD 105

INTRODUCTION TO LEARNING DISABILITY

OBJECTIVES:

60 Hrs.)

After studying this paper, the learners are expected to:

1. Describe the nature, concept and definition of learning disability, services available for them at national and international level and explain the contribution of great philosophers.
2. Identify and narrate the causes of learning disability – medical, psychological, social and neurological
3. List down and explain the common types of learning disability found in children
4. Briefly describe the different cognitive processes involved in learning and the difficulties in them
5. Examine and explain the nature of oral and written language and its implications in learning disability.

Course Content:

Unit 1: Introduction to LD

(12Hrs)

- 1.1 Nature, concept and definition
- 1.2 Characteristics of Students with LD
- 1.3 Contribution of Orton – Gillingham, Myklebust, Kephart, Fernald, Cruickshank, Kirk, Kim Reid & heshko
- 1.4 LD: Adulthood issues
- 1.5 Services for the LD National and International scenario

Unit 2: Causes of LD

(12 Hrs)

- 2.1 Medical
- 2.2 Social and Psycho-neurological
- 2.3 Language Impairments and LD
- 2.4 Deficits in Information Processing
- 2.5 LD and associated conditions (ADD & ADHD)

Unit 3: Types of LD

(12Hrs)

- 3.1 Specific LD in Reading
- 3.2 Specific LD in Writing
- 3.3 Specific LD in Math
- 3.4 Non-verbal LD
- 3.5 Socio-Emotional problems in LD

Unit 4: Cognitive Processes in Learning and deficiencies in

(12Hrs)

- 4.1 Attention
- 4.2 Perception

- 4.3 Memory
- 4.4 Language
- 4.5 Thinking

Unit 5: Language and Children with LD (12 Hrs)

- 5.1 Language Development and Bilingualism
- 5.2 Systems of Language
- 5.3 Oral Language – Listening and Speaking
- 5.4 Reading and Writing
- 5.5 Language implications in LD

Notional Hours (30 Hrs)

1. Group discussion on Issues related to LD
2. Identifying Language Deficits in a given case
3. Assignments, projects, library work, attending seminars / workshops, preparations for examinations etc

References:

- Sengupta, Bipasha. (1999) Ever Forward: A Special Book For Special People (3rd ed.) New Delhi, Bipasha Sengupta
- Hegde M.N. (1996) Course Book On Language Disorders In Children. San Diego, Singular Publishing Group
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- Gehret and Michael LaDuca. The Don't-Give-Up Kid: Learning Disabilities (The Coping Series)
- Corinne Smith and Lisa Strick. (2007) Learning Disabilities: A to Z: A Complete Guide to Learning Disabilities from Preschool to Adulthood
- Henry B. Reiff. (2007) Self-Advocacy Skills for Students with Learning Disabilities: Making It Happen in College and Beyond

- Gordon Grant, Peter Goward, Paul Ramcharan, Malcolm Richardson (2006) Learning Disability: A Life Cycle Approach to Valuing People
- Jack M. Fletcher, G. Reid Lyon, Lynn S. Fuchs and Marcia A. Barnes. (2006) Learning Disabilities: From Identification to Intervention.
- Robert Reid and Torri Ortiz Lienemann. (2006) Strategy Instruction for Students with Learning Disabilities (What Works for Special-Needs Learners)

Course code: USBEDLD 106
ASSESSMENT OF CHILDREN WITH LEARNING DISABILITIES

OBJECTIVES: **(60 Hrs.)**

After studying this paper, the learners are expected to:

1. Explain the meaning and importance of the concept of screening, need for early identification and assessment of children with learning disability.
2. Describe different types of assessments, administer different types of tests and interpret their results in the light of educational programming of children with learning disability.
3. Demonstrate ability to construct / develop tools for assessment to identify areas of deficits in children with learning disability.
4. Prepare a list of different formal and informal assessment tools , write reports & discriminate findings of the assessment
5. Undertake assessment of basic curricular skills (reading, writing, and math) and identify the deficits faces by children with learning disability in these skills.

Course Content :

Unit 1 : Assessment of Learning Disability **(10 Hrs.)**

- 1.1 Concepts of screening and identification of learning disabled children
- 1.2 Assessment of the educational needs of disabled children
- 1.3 Need for early intervention of children with learning disability
- 1.4 Identification criteria – Inclusion, Exclusion and Discrepancy
- 1.5 Distinction between learning disability, slow learner and mental retardation

Unit 2 : Types of Assessment **(12 Hrs.)**

- 2.1 Formal Assessment
- 2.2 Criterion Referenced Tests and Norm Referenced Tests
- 2.3 Teacher made tests
- 2.4 Functional assessment
- 2.5 Interpretation of tests reports / results for educational programming

Unit 3 : Assessment areas **(14 Hrs.)**

- 3.1 Motor area
- 3.2 Perceptual area
- 3.3 Attention and Memory
- 3.4 Thinking

3.5 Social emotional area

Unit 4 : Assessment of basic curricular skills (12 Hrs.)

- 4.1 Readiness skills
- 4.2 Reading skills
- 4.3 Writing skills
- 4.4 Math skills
- 4.5 Spellings

Unit 5 : Assessment Tools (12 Hrs.)

- 5.1 Use of assessment tools
 - a) Wechlers Intelligence Scale
 - b) Bender Gestalt Visuo-Motor Test
 - c) Indian adoption of Standord-Binet Test of intelligence by S.P. Kulsreshtha

Formal Tests:

- a) Behavioural Checklist for Screening the LD (BCSLD)
- b) Diagnostic Test of Learning Disability (DTLD)
- c) Swarup-Mehta test of thinking strategies (TTS)
- d) Diagnostic Test of Reading Disorders (DTRD)
- e) Aston Index for Screening Children with Learning difficulties.

5.2 Informal and Teacher Made Tests

5.3 Other tools of assessment – Observation, Interviews, Questionnaires, Rating Scales, Checklist.

5.4 Types of records

5.5 Writing case reports

Notional Hrs (30 Hrs)

1. Presentation on Types of Assessment
2. Preparation and use of interviews / observation schedule for informal assessment
3. Assignments, projects, library work, attending seminars / workshops, preparations for examinations etc

References:

- Patel, Rambhai N. (1999) Educational Evaluation: Theory And Practice (5th ed.) Himalaya Publishing House Mumbai,
- Carey Lou M. (1994) Measuring And Evaluating School Learning . (2nd Ed.) Allyn And Bacon, Boston
- Taylor, Barbara and others. (1988) Reading Difficulties : Instruction and Assessment, Random House, New York
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- Janet W. Lerner and Beverley Johns. (2005) Learning Disabilities and Related Mild Disabilities Jeanne Gehret and Michael LaDuca. The Don't-Give-Up Kid: Learning Disabilities (The Coping Series)
 - Corinne Smith and Lisa Strick. Learning Disabilities: A to Z: A Complete Guide to Learning Disabilities from Preschool to Adulthood
 - Lee, S. H. Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities. The Guilford Press
 - Gordon Grant, Peter Goward, Learning Disability: A Life Cycle Approach to Valuing People. Paul Ramcharan, Malcolm Richardson. (2008) The Complete Learning Disabilities Handbook Joan M. Harwell and Rebecca Williams Jackson. (2008) Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities
 - Jack M. Fletcher Phd, G. Reid Lyon PhD, Lynn S. Fuchs and Marcia A. Barnes. (2006) Learning Disabilities: From Identification to Intervention
 - Noel Gregg and Donald D. Deshler. (2011) Adolescents and Adults with Learning Disabilities and ADHD: Assessment and Accommodation
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Course code: USBEDLD 107
INTERVENTION AND REMEDIATION OF LEARNING DISABILITIES

OBJECTIVES:

(60 Hrs.)

After studying this paper, the learners are expected to:

1. Describe the principles, types and area of curriculum
2. Demonstrate skills in applying different intervention programmes for the children with learning disability
3. Make effective use of appropriate teaching strategies as per the Specific needs of children with learning disability
4. Demonstrate the skill to use therapeutic techniques and practices to be used with individuals with learning disability and their parents.
5. Define inclusion education and empower them with teaching methods, (team teaching, peer tutoring, co-operative learning, behavior modification) etc. for facilitating inclusive education of children with learning disability.

Course Contents:

Unit 1: Curriculum Design

(12 Hrs)

- 1.1 Curriculum Design: Concept, Definition and Principles
- 1.2 Types of Curriculum – core, collateral and support
- 1.3 Designing an Adaptive Curriculum
- 1.4 Individual Education Plan (IEP)
- 1.5 Further Education plan (FEP) and Life Long Education

Unit 2: Remediation / Approaches and Areas

(12 Hrs.)

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

Unit 3: Remediation in Cognitive and Meta-cognitive Processes

(12 Hrs.)

- 3.1 Attention
- 3.2 Perception
- 3.3 Memory
- 3.4 Thinking
- 3.5 Language

Unit 4: Remediation in Curricular area / skill

(12 Hrs)

- 4.1 Reading with ref to Remedial reading programmes Remedial Reading programmes- PREP & COGENT)
- 4.2 Writing
- 4.3 Spelling
- 4.4 Math
- 4.5 Social skills

**Unit 5: Management of CWLD in inclusive class's
Concept, Importance & Needs**

(12 Hrs)

- 5.1 Curriculum Adaptation
- 5.2 Management of Students with LD in regular classroom :
 - Peer Tutoring
 - Co-operative learning
 - Team Teaching
- 5.3 Behaviour modification
- 5.4 Guidance and Counselling : - Definition, Scope and Techniques
- 5.5 Community Partnership

Notional Hrs

(30 Hrs)

1. Discussion on Approaches used in Remediation
2. Identification of counselling needs in the field of Learning Disability

3. Assignments, projects, library work, attending seminars / workshops, preparations for examinations etc.

References:

- Berry Mildred Freburg. (1982) Teaching Linguistically Handicapped Children New Jersey, Prentice Hall
- Goldsworthy, Candace L. (1996) Developmental Reading Disabilities: a Language Based Treatment Approach. Sandiago, Singular Publishing Group
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 - Hayes and Stevenson (1980) Teaching ED/LD Child, Vol. I to IV, Acropolis Books Ltd
 - Higgins, Judith (etal)(2003) Practical Ideas that Really work for students with Dyslexia and other reading Disorders
 - Mark Selikowitz. (1998) Dyslexia and other Learning Disabilities, Oxford Univ Press
 - McAfee, Jeanette L. Navigating The Social World, 2002
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 - Reid. Kim. (1988) Teaching the Learning Disabled, Allyn and Bacon, Boston, 1988
 - Sedlak, Robert A. (2008) Instructional Methods for Students with Learning & Behaviour Problems
 - Strichart, S.S. (1993) Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston
 - Swady, Ebara E.R. (1989) Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston
 - Taylor, Barbara and others. (1988) Reading Difficulties : Instruction and Assessment, Random House, New York, 1988
 - Wong. Bernice Y.L. The ABCs of Learning Disabilities, 1996.
 - Teaching Reading Comprehension to Students with Learning Difficulties by Boardman
 - Teaching Word Recognition by E. O'Connor
 - The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities (Jossey-Bass Teacher) by Joan M. Harwell and Rebecca Williams Jackson (Oct 20, 2008)

- Learning Disabilities: From Identification to Intervention by Jack M. Fletcher Phd, G. Reid Lyon Phd, PhD Lynn S. Fuchs Phd and PhD Marcia A. Barnes Phd (Nov 15, 2006)
 - Strategy Instruction for Students with Learning Disabilities (What Works for Special-Needs Learners) by Robert Reid Phd and Torri Ortiz Lienemann Phd (Apr 5, 2006)
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APPLIED COURSE
Course code: USBEDLD 108
Subject Teaching (Content course)
Section –A: Science and Mathematics
Section-B: Social science
(60 Hrs)

OBJECTIVES:

After studying this paper, the learners are expected to:

- 1) Describe the significance of teaching the school subjects
- 2) Explain the objectives and methods of teaching school subjects
- 3) Discuss the co-curricular and curricular activities related to school subjects
- 4) Demonstrate skills in planning, execution and evaluation of the school subjects
- 5) Display skills in preparation and use of instructional materials
- 6) Demonstrate skills in linking various school subjects together for the general knowledge Building

SECTION A: SCIENCE AND MATHEMATICS

Unit: 1 Place in the curriculum and life **(7 Hrs)**

- 1.1 Importance of teaching science and mathematics
- 1.2 Objectives and specifications of teaching the subject at different levels
- 1.3 Correlation of science and maths with other school subjects: internal & external
- 1.4 Roles & duties of subject teachers in teaching the subjects at different educational programmes
- 1.5 Scientific approach to learning

Unit2: Approaches to teaching science and mathematics **(8 Hrs)**

- 2.1 Maxims of Teaching
- 2.2 Methods of Teaching: Importance, procedure, advantages and limitations of **a)** Lecture – cum-demonstration, **b)** Laboratory, **c)** Heuristic, **d)** Project, **e)** Inductive-deductive, **f)** Analytic-synthetic, **g)** Problem solving method
- 2.3 Techniques of teaching: Importance, procedure, advantages and limitations of **a)** Dramatization, role play, **b)** Programmed learning, **c)** Group study **d)** Self study **e)** Story telling, **f)** Team teaching, **g)** Simulated teaching, **h)** Drill techniques (Maths)
- 2.4 Instructional Materials for teaching-learning: Types and importance of -**a)** Audio aids **b)** Visual aids, **c)** Projected aids, **d)** Non projected aids, **e)** Audio visual aids
- 2.5 Criteria for evaluation of instructional materials

Unit 3: Lesson Planning and Evaluation (8 Hrs)

- 3.1 Year plan, Unit plan, Lesson, plan: Planning and development
- 3.2 Evaluation of students in science and maths: Concept, types, techniques (oral, written, practical), strengths and limitations
- 3.3 Diagnostic evaluation for teaching Maths & Science: Nature and importance
- 3.4 Tools for evaluation: **(i)** Teacher made tests (Development), **(ii)** rating scales, **(iii)** checklists, **(iv)** Observation
- 3.5 New Trends in evaluation: performance based evaluation, alternate evaluation, and knowledge-based evaluation

Unit 4: Curriculum and Text book (7 Hrs)

- 4.1 Organization of content on the basis of **a)** Concentric **b)** Topical **c)** Historical
- 4.2 Content study of science and maths syllabus (VII to X)
- 4.3 Co-curricular activities: Importance, use and types
- 4.4 Science Laboratory: Importance and establishment
- 4.5 Adaptations and accommodations required for teaching the children with learning disability

SECTION-B: SOCIAL SCIENCE

Unit: 1 Place in the curriculum and life (6 Hours)

- 1.1 Importance of teaching social science
- 1.2 Objectives and specifications of teaching the subject at different levels
- 1.3 Correlation of social science with other school subjects: internal & external
- 1.4 Roles & duties of social science teachers in teaching the subjects at different educational programmes
- 1.5 Scientific approach to learning

Unit2: Approaches to teaching social science (10 Hrs)

- 2.1 Maxims of teaching social science

- 2.2 Methods of Teaching: Importance, procedure, advantages and limitations of **a)** Lecture –cum-demonstration, **b)** Discussion, **c)** source, **d)** Project, **e)** Problem solving, **f)** concept based **g)** regional, **h)** journey, **i)** Demonstration **j)** cooperative and collaborative methods
k) comparative
- 2.3 Techniques of teaching: Importance, procedure, advantages and limitations of **a)** Dramatization, role play, **b)** Programmed learning , **c)** Group study (seminar & workshops), **d)** Self study (supervised, Assisted) **e)** Story telling, **f)** Team teaching, **g)** Stimulated teaching, **h)** e- learning (online, offline)
- 2.4 Instructional Materials for teaching-learning social science : Types and importance of **a)** Audio aids **b)** Visual aids, **c)** Projected aids, **d)** Non projected aids, **e)** Audio visual aids
- 2.5 Criteria for evaluation of instructional materials

Unit3: Lesson Planning and Evaluation

(8 Hrs)

- 3.1 Year plan, Unit plan, Lesson plan: Planning and development
- 3.2 Evaluation of students in social science: Concept, types, techniques (oral, written), strengths and limitations
- 3.3 Diagnostic evaluation for teaching social Science: Nature and importance
- 3.4 Tools for evaluation: **(i)** Teacher made tests (Development), **(ii)** rating scales, **(iii)** checklists, **(iv)** Observation, **(v)** projects
- 3.5 New Trends in evaluation: performance based evaluation, alternate evaluation, knowledge based evaluation

Unit4: Curriculum and Text book

(6 Hrs)

- 4.1 Organization of content on the basis of a) Concentric b) Topical c) Historical
- 4.2 Content study of social science syllabus (VII to X)
- 4.3 Co-curricular activities: Importance, use and types
- 4.4 Remedial teaching
- 4.5 Adaptations and accommodations required for teaching social science the children with Learning disability

Notional hours

(30 Hrs)

1. Reading school text books of SSC, CBSE and ICSE syllabi
2. Observation in other schools (M.R., V.I. and others)
3. Assignments, projects, library work, attending seminars / workshops, preparations for examinations etc
4. Micro teaching

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