

**UNIVERSITY OF MUMBAI**

**No. UG/ 68 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 30<sup>th</sup> May, 2013 has been accepted by the Academic Council at its meeting held on 7<sup>th</sup> June, 2013 **vide** item No. 4.8 and subsequently approved by the Management Council as its meeting held on 20<sup>th</sup> June, 2013, 21<sup>st</sup> June, 2013 and 11<sup>th</sup> 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 Ordinance 6054 & 6055 and Regulations 8655, 8656, 8657 & 8658 and syllabus as per the Credit Based Semester and Grading System for Bachelor of Education (Autism Spectrum Disorders) B.Ed.(ASD) degree programme is introduced, which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2013–2014.

MUMBAI – 400 032

21<sup>st</sup> October, 2013

REGISTRAR

To,

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

**A.C/4.8/7/06/2013**

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

\*\*\*\*\*

No. UG/ 68 -A of 2013-14

MUMBAI-400 032

21<sup>st</sup>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 Examination.

Sd/-

Deputy Registrar  
Under Graduate Studies

AC 7/6/13  
Item No. 4.8



**SYLLABUS FOR THE  
BACHELOR OF EDUCATION (AUTISM SPECTRUM DISORDERS)  
[B.Ed. (ASD)]**

**Preamble**

Autism Spectrum Disorders (ASD) also known as Autism Spectrum Conditions (ASC) is a group of complex neuro-developmental conditions that affects a person's ability to relate to others. It is a spectrum that includes a range of different levels of functioning ranging from autistic people with profound mental retardation and little or no speech, to functionally very able children with good verbal skills many of whom are being educated in mainstream environments. The diagnosis of autism is growing at a steep rate. Current epidemiological studies indicate that at a conservative estimate, 1 child in every 150 newborns has an Autism Spectrum Disorder (ASD). In the context of figures reported by Census India 2001 and by the Centre for Disease Control and Prevention, at a conservative estimate, one can safely say that there are a staggering 4 million people in India with ASD. This makes autism the third most common developmental disorder, more common than Down syndrome, Spina Bifida, or Cancer in pediatric populations.

Although autism is not curable, its symptoms can be treated with appropriate interventions and many children with autism can be educated and integrated into community life. Recent research proves that with early, accurate diagnosis and appropriate, consistent intervention, all people with autism can make remarkable progress and live productive lives. Over the last few years there has been an increase in awareness and understanding about autism across India and other parts of the subcontinent leading to a phenomenal increase in diagnosis.

The increasing visibility of persons with autism has offset the acute dearth of professionals who are adequately trained to assist in diagnosis, therapy, education and supportive care of people with Autism. The country also needs trainers and resource persons with intellectual clarity to conduct assessments and teach children with autism with a diverse range of needs within the classroom as well as provide support outside the walls of the classroom. The availability of qualified professionals trained in autism spectrum disorders will ensure that more and more children can be recognized and receives the timely interventions that they need and deserve, so that they may be integrated in mainstream education and society.

This course aims to train student trainees with the insight and understanding to effectively teach children with ASD and associated conditions, and to work in different contexts and from a rights perspective.

**Title and Eligibility** will be retained as per existing University records

- **O. 6054 Title:** Bachelor of Education (Autism Spectrum Disorders) B.Ed. (ASD)
- **O. 6055 Eligibility:** The following candidates will be eligible for admission to B.Ed. (ASD)  
A candidate for the degree of B.Ed. (ASD) must have passed a Bachelors' degree examination of this University in any discipline or a corresponding degree examination of any other UGC recognized University.

**Aims and Objectives:**

The B.Ed. (ASD) programme aims to develop teachers for children with ASD for various special and mainstream educational settings. The programme will prepare human resource

to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children and in particular to children with ASD.

The objectives of the programme are as follows:-

- i. To acquire knowledge about change in the prevailing and emerging Indian Society in view of recent trends in education and national development.
- ii. To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self-respect, dignity, and freedom,
- iii. To develop skills and competencies to cater to the needs of children with ASD in mainstream and special class settings particularly, in cognitive, affective, and skill domains, and
- iv. To equip with various teaching strategies and evaluation of children with ASD in special and mainstream settings.

## R 8655 Scheme of Examination

- I. The programme of B.Ed.(ASD) comprises of Part A (Theory) and Part B (Practicum) to be covered in two consecutive semesters. The required attendance for Part A is 80% and that of Part B is 90% in each semester. A candidate for the examination in courses in Part A and Part B must apply to the Registrar of University of Mumbai with certificates required, through the Principal/Head of the College of Education in which he/she has received training.
- II. The entire programme of B.Ed. (ASD) is of 40 credits. Each credit comprises of 30 learning hours. The Part A (Theory) carries a total of 24 credits and comprises of 4 compulsory core courses (3 credits per course), 3 compulsory specialization courses(3 credits per course), 1 compulsory methodology course (out of 2) (3 credits per course). A student must opt for one methodology course that is related with the student's specialization at the Graduation level. The Part B (Practicum) carries a total of 16 credits and consists of 8 skill courses. The scheme for Part A and B is given below

### Part A. (Theory)

Course Code	Course Title	Credits	Hours		Marks (Internal + External)
			Instructional	Notional	
C1	Nature and Needs of Various Disabilities	3	60	30	100
C2	Educational Psychology and Persons with Disabilities	3	60	30	100
C3	Education: A Global Perspective	3	60	30	100
C4	Educational Planning and Management and Curriculum Designing and Res	3	60	30	100
S 1	ASD: Identification and Assessment of Autism Spectrum Disorders	3	60	30	100
S 2	ASD: The Multidisciplinary Perspective	3	60	30	100
S 3	ASD: Curriculum and Teaching	3	60	30	100

	Strategies				
M1	Methodology for Teaching of Language and Social Sciences	3	60	30	100
	OR				
M2	Methodology for Teaching Science and Mathematics	3	60	30	100
	<b>TOTAL</b>	<b>24Credits</b>	<b>480 Hours</b>	<b>240 Hours</b>	<b>800 marks</b>

### Part B. (Practicum)

Skill Code	Course Title	Credit	Hours	Marks (Internal + External)
P1	<b>Practice of teaching</b>	<b>8</b>	<b>240</b>	<b>200</b>
	(a) Classroom observations of children	2	60	50
	(b) 20 lessons in special class schools	4	120	100
	(c) 10 lessons in inclusive schools	2	60	50
P2	<b>Case Studies with assessment, program plan and implementation</b>	<b>2</b>	<b>60</b>	<b>50</b>
	(a) Case study in special school	1	30	25
	(b) Case study in inclusive school	1	30	25
P3	<b>Development of teaching learning material</b>	<b>1</b>	<b>30</b>	<b>25</b>
	(a) Social Stories			
	(b) Low Technological AAC			
P4	<b>Curriculum adaptation and accommodation</b>	<b>1</b>	<b>30</b>	<b>25</b>
P5	<b>Project work</b>	<b>1</b>	<b>30</b>	<b>25</b>
P6	<b>Peer observation</b>	<b>1</b>	<b>30</b>	<b>25</b>
P7	<b>Internship</b>	<b>1</b>	<b>30</b>	<b>25</b>
P8	<b>Community development work</b>	<b>1</b>	<b>30</b>	<b>25</b>
		<b>16 Credits</b>	<b>480 Hours</b>	<b>400 Marks</b>

III. Each theory course of Part A will have instructional and notional hours. The instructional hours will include classroom instructions and practical. The notional hours will include assignments, projects, journal writing, case studies, library work, visits, attending seminars/workshops, preparations for examinations etc. specified under each theory course of the B.Ed. (ASD) programme.

IV. The assessment of Part A comprising of theory courses shall be done semester wise as per the scheme of courses as given in VI and VII by way of written papers and internal assessment. The Principal/Head of the College of Education shall forward to the University, the marks obtained by each candidate for internal assessment of Part A as given in points no. VI (a) and VII (a).

V. The assessment of Part B comprising of skill courses shall be done internally by each College of Education at the end of the year as per the scheme as given in points no. **VI (b)** and **VII (b)** except for the final lesson under the component "Practice of Teaching" in **VII (b)**. Assessment of the final lesson will be done by one external and one internal examiner as appointed by the College of Education. The Principal/Head of College of Education shall be forward to the University, the total marks (including that of the final lesson) obtained by each candidate by internal assessment of Part-B as in **VI (b)** and **VII (b)** in the second semester.

#### VI. SEMESTER 1

##### VI (a) Scheme of Part A (Theory Courses)

Course	Course Title	Credits	Hours		Marks	
			Instruction	Notion	Semester End Assessment	Internal Assessment
C 1	Nature and Needs of Various Disabilities	3	60	30	80	20
C 2	Educational Psychology and Persons with Disabilities	3	60	30	80	20
S 1	Identification and Assessment of Autism Spectrum Disorders	3	60	30	80	20
S 3	Curriculum and Teaching Strategies for Autism Spectrum disorders	3	60	30	80	20
	<b>Total</b>	<b>12</b>	<b>240 hours</b>	<b>120 hours</b>	<b>320 marks</b>	<b>80 marks</b>

##### VI (b) Scheme of Part B (Practicum)

Skill Course Code	Course Title	Credits	Hours	Marks	
				Semester End Assessment	Internal Assessment
P 1	Practice of Teaching				
	(a) Classroom observation of teaching	2	60	Nil	50
	(b) 15 lessons in special schools	3	90	Nil	75
P2	Case study in special school	1	30	Nil	25
P6	Peer observation	1	30	Nil	25

P8	Community Development Work	1	30	Nil	25
		<b>8</b>	<b>240</b>		<b>200</b>

## VII.SEMESTER 2

### VII (a) Scheme of Part A (Theory)

Course Code	Course Title	Credits	Hours		Marks	
			Instructional	Notional	Semester End Assessment	Internal Assessment
C3	Education: A Global Perspective	3	60	30	80	20
C4*	Educational Planning and Management, and Curriculum Designing and Research	3	60	30	80	20
S 2	Autism Spectrum Disorders: The Multidisciplinary Perspective	3	60	30	80	20
M1 / M2	Methodology of Teaching Social Sciences OR Methodology of Teaching and Science	3	60	30	80	20
	<b>Total</b>	<b>12</b>	<b>240 hours</b>	<b>120 hours</b>	<b>320 marks</b>	<b>80 marks</b>

\*Inputs for C 4 will start in Semester 1, but the paper will be assessed in Semester 2.

### VII (b) Scheme of Part B (Practicum)

Course Code	Course Title	Credits	Hours	Marks		Total
				Semester End Assessment	Internal Assessment	
P 1	Practice of Teaching					
	(a) 5 lessons in special schools	1	30	10	15	25
	(b) 10 lessons in inclusive class	2	60	Nil	50	50
P 2	Case Study in inclusive school	1	30	Nil	25	25
P 3	Development of Teaching Learning Material	1	30	Nil	25	25
P 4	Curriculum Adaptation and Accommodation	1	30	Nil	25	25
P 5	Project Work	1	30	Nil	25	25
P 7	Internship	1	30	Nil	25	25
		<b>8</b>	<b>240 Hours</b>	<b>10 marks</b>	<b>190 marks</b>	<b>200</b>

**R 8656 VIII. Scheme of assessment for Part A (Theory Courses)**

The performance of the candidates in each of the theory courses (Part A) shall be evaluated in two parts:

- (a) Internal Assessment
- (b) Semester End Assessment

(a) **Internal Assessment** will be on the basis of continuous evaluation as indicated in **VI (a)** and **VII (a)**. The weight age of Internal Assessment will be 20 % of the total marks of each course. Allocation of marks will be done on completion of related practicum included in each paper. A candidate will also be evaluated through periodic tests, written assignments, and classroom participation for calculation of internal assessment of each course.

(b) **Semester End Assessment** will be on the basis of performance in the semester end written examinations as indicated in point no. **VII (a)** and **VII (a)**. The weight age of semester end assessment will be 80 % of the total marks of each course. Performance in theory courses will be evaluated through written examination conducted by the University at the end of each semester. The structure of examination would be as given below.

- Duration - 3 hours
- Question Paper Pattern:
  - 1) There shall be different sections consisting of long and short questions.
  - 2) All sections shall be compulsory with internal choice within the questions in each section.

**IX. Scheme of Assessment of Part B (Practicum)**

The performance of the candidates in each of the components of skill courses shall be evaluated in two parts:

- (a) Internal Assessment
- (b) Year End Assessment

(a) **Internal Assessment:** All skill courses shall be internally assessed throughout the year as per details given in points no. **VI (b)** and **VII (b)**.

(b) **Year End Assessment:** The final lesson under the component of Practice of Teaching in the second semester will be assessed by an external and an internal evaluator

**Skill Courses with Related Assessment Pattern**

**P1. Practice of Teaching:** This component has 3 sub heads. A student must give 20 lessons in special schools and 10 lessons in inclusive schools. The lessons must be planned and implemented under supervision.

- (a) Report on classroom observation – 50 marks

A student must make at least 30 observations of teaching of children with ASD in classrooms. Observations should be of children of different levels, and during different school activities. A written report of the observations in the prescribed format should be submitted for evaluation.

- (b) Lessons (20) in special schools – 100 marks



Lessons (14) in language and communication skills, motor skills, social skills, self care, and pre-vocational skills

Lessons (6) in games, physical activities, and recreational skills

(c) Lessons (10) in inclusive schools – 50 marks

Lessons (6) for subject teaching

Lessons (4) for resource room remediation

**Note:** Each observation and each lesson shall be evaluated out of 10 marks. At the end of second semester the allocated marks under each sub-component skill shall be averaged out of the total marks assigned to each sub-skill/skill course.

**P2. Case Studies:** A student shall conduct two case studies, one in each semester. In Semester 1 the case study shall be conducted on a child attending a special class, and in Semester 2, the case study shall be conducted on a child in an inclusive class. The case study shall follow the prescribed procedure of assessment, program planning, and implementation. A report on a completed case study shall be submitted for evaluation.

**Note:** Each case study in the will be evaluated out of 50 marks. At the end of Semester 2, the marks obtained by a student shall be averaged out of the total marks allocated for this selected skill course.

**P3. Development of Teaching Learning Material:** A student shall develop learning material in the areas of language and communication, and social skills which are core areas of deficit in autism. Based on the input provided in the theory courses, student shall prepare communication aids such as communication boards, activity schedules, cue cards, and work systems. A student shall also prepare a set of social stories to suit specific needs of a child.

**Note:** Each teaching learning material shall be marked out of 25 marks. At the end of Semester 2, the marks obtained by a student shall be averaged out of the total marks allocated to the selected skill course.

**P4. Curricular Adaptation and Accommodation:** A student shall make adaptations and accommodations in the prescribed curriculum as required by children with ASD studying in an inclusive schools. The curriculum may be adapted in terms of content, context, methodology and material to be used. A copy of the adapted curriculum shall be submitted for evaluation.

**Note:** The curriculum adaptation and accommodation shall be scored out of 50 marks. In Semester 2, the marks attained by the student shall be averaged out of the marks assigned for the selected skill course.

**P5. Project Work:** A student is required to carry out a project in Semester 2. The project may be on a range of topic such as a survey, action research, and development of resource material for a specific purpose. A report and material developed (if any) on the project shall be submitted for evaluation.

**P6. Peer Observation:** Learning to improve one's teaching skills are essential for student teachers. Observing peers as they deliver a lesson helps the student being observed and also the student who is making the observations. Observing how a lesson is planned, and, the personality of the trainee giving the lesson are important for developing suitable skills

for teaching. It also trains the student in the skill of observation. A student shall observe at least 5 lessons delivered by a peer. A report on each observed lesson shall be submitted for evaluation.

**Note:** Each observation will be marked out of 10, however, in Semester 2, the total marks obtained by a student shall be averaged out of the assigned marks for the selected skill course.

**P7. Internship:** A student shall be placed in a special school or a resource room for internship for a period of 15 days. During internship the student shall perform the role of a teacher under the supervision of the school authority. Evaluation of internship shall be based on the written report of work by the student and the school authority.

**P8. Community Development Work:** A student shall be required to undertake at least one activity that will contribute towards the development of community. Activities such as community awareness and education, parent training, assessment and identification of disability in rural and urban areas may be undertaken. Activities shall be done under supervision and submitted reports shall be accordingly marked.

#### R 8657 Standard of Passing

- The passing percentage of in each theory papers in Part A is 50% and in each of skill courses in Part B is 50%.
- The overall grade of the B.Ed. (ASD) programme will be calculated on the basis of totaling the marks attained under Part A (theory) and Part B (practicum) of both semesters. The grade marks and grade points are as follows:

Grade	Percentage of Marks	Grade Points
O	70 and above	7
A	60-69.9	6
B	55-59.9	5
C	50-54.9	4
F (Fail)	below 50	1

#### (a) Method to Carry Forward Marks

- A candidate failing in any of the courses in Part A and/or any of the skill courses in Part B (Internal and/or External) will be eligible only for an overall 'F' Grade (irrespective of the sum total of his/her marks).
- FOR FAILURE IN PART A**  
A candidate who PASSES in the Internal Assessment but FAILS in the Semester End Examination of the course shall reappear for the Semester End Examination of that course only. However, his/her marks of the Internal Assessment shall be carried over and he/she shall be entitled for grade obtained by him/her on passing of the complete course provided he/she completes practicum of Part B as specified in points no. **VI (b)** and **VII (b)** entirely.
- A candidate who FAILS in the Internal Assessment but PASSES in the Semester End Examination of the course shall submit and reappear for the Internal Assessment in the form of related project for that course. However, his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on qualifying the course provided he/she completes all components of practicum of Part B as specified in points no. **VI (b)** and

**VII (b).** The project will consist of 20 marks which will be divided into 10 marks for the documentation of the project given by the concerned teachers of the course and 10 marks for the viva related to the project. For passing of the project the combined marks of the documentation and the viva will be considered.

iv. **FOR FAILURE IN PART-B**

A candidate who passes in Part A but fails in any of the skill courses of Part B (Internal and/or Year-End), has to complete the work of the respective skill course/s in Part B spread over the entire academic year once again. He/she will be permitted at his/her own option to carry forward the marks obtained in Part A to three subsequent examinations (excluding the first attempt). Candidates clearing the program exercising this option shall be eligible only for an overall C grade.

- v. A candidate who has failed in any of the skill courses in Part B and has completed the work of the respective skill courses in Part B spread over the entire academic year once again will be eligible for Grades from O to C provided he appears for examination of Part A at the same instance of his revised grade.

**R 8658 ATKT (Allowed To Keep Term)**

- i. A student shall be allowed to keep term for Semester 2 irrespective of number of heads of failure in points no. **VI (a)** and **VI (b)** of the Semester I.
- ii. The result of the Semester 2 shall be kept in abeyance until the student passes each of the courses in Semester 1 and Semester 2.
- iii. A candidate who fails in Part A and/ or Part B fully or partially is allowed to reappear only for a maximum of 3 attempts (excluding the first attempt) or threeyears whichever is earlier.
- iv. A candidate failing in any of the course/s in Part A can reappear for the examination without putting in attendance for the instructional hours of the respective paper/s. Candidates failing in any of the skill course/s in Part B will be required to put in the 25% attendance for repeat of practicals of the respective skill course/s in Part B as given by the concerned teacher.

**Note:** It is mandatory for every teacher of children with Autism Spectrum Disorders to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of education of children with ASD in India. Hence, successful candidates of B.Ed. (ASD) shall have to register their names with RCI. As continuous professional growth is necessary for the renewal of the certificate, the teachers in this field should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

**Course Code: C 1**  
**NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION**

**Total Hours: 60**  
**Total Credits: 2**

**Objectives**

The student teacher is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as

1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness
4. Locomotor, Neurological and Leprosy Cured
5. Neuro-developmental Disorders
6. Multiple Disabilities, Deafblindness

**Course Content**

**UNIT 1: Blindness and Low Vision**

**10 Hrs.**

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

**UNIT 2: Hearing Impairment**

**10 Hrs.**

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

**UNIT 3: Mental Retardation**

**10 Hrs.**

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

**UNIT 4: Neurological and Locomotor Disabilities**

**10 Hrs.**

- 4.1 Definition and Classification
- 4.2 Incidence and Prevalence
- 4.3 Causes and Prevention
- 4.4 Types, Classification and Characteristics

#### 4.5 Intervention and Educational programmes

#### **UNIT 5: Learning Disabilities**

**10 Hrs.**

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

#### **UNIT 6: Multiple Disabilities**

**10 Hrs.**

- 6.1 Definition and Identification
- 6.2 Incidence and Prevalence
- 6.3 Causes and Prevention
- 6.4 Characteristics
- 6.5 Intervention and Educational Programmes

**Notional Hours: 30**  
**Credit: 1**

1. Develop an educational program for a child with sensorial impairment
2. Seminar on environmental factors leading to disabling conditions in India
3. Visit to a centre for multiple disabilities

#### **Reference Books for C1**

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. TuisaThe Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
3. Mani, M.N.G., Techniques of Teaching Blind Children, New Delhi Sterling Publishers, 1992.
4. Jangira, N.K., & Mani, M.N.G., Integrated Education of the Visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
6. Davis, (Ed.) Our Forgotten Children Hard-Of Hearing Pupils in the Schools. Minneapolis National Support Systems Project 1977.
7. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
8. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
9. SubbaRao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to Speech Pathology and Audiology. Eighth Edition, Prentice Hall.

11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
13. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Improving Instruction. Allyn and Bacon Boston.
14. Narayan, &Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-primary level. NIMH, Secunderabad.
15. Peshwaria, R. and Venkatesan (1992) Behavioural Retarded Children A Manual for Teachers. NIMH, Secunderabad.
16. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
17. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
18. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
19. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

**Course Code: C 2**  
**EDUCATION IN INDIA: A GLOBAL PERSPECTIVE**

**Total Hours: 60**  
**Total Credits: 2**

**Objectives**

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

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

**Course Content**

- UNIT 1: Definition, process and philosophy of education** **10 Hrs.**
- 1.1 Definition and Meaning of Education
  - 1.2 Aims of Education
  - 1.3 Functions of Education
  - 1.4 Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism
  - 1.5 Historical perspective of Education in India and Abroad
- UNIT 2: Education and Various Commissions** **10 Hrs.**
- 2.1 Principles of education and special education and Inclusive Education
  - 2.2 Aims, objectives and functions of special education and inclusive education
  - 2.3 Direction and priorities of general and special education and inclusive education
  - 2.4 Recent trends in Indian Education and special education and inclusive education
  - 2.5 Education For All movement, Education through 21st Century, Various Commissions.
- UNIT 3: Education in the Social Context** **10 Hrs.**
- 3.1 Formal, Informal and Non-formal Education.
  - 3.2 Functional literacy, continuous and Life Long Education.
  - 3.3 Community Based Rehabilitation including education.
  - 3.4 Open Learning, Distance Education with reference to General and Special Education and inclusive education
  - 3.5 Value -Oriented Education.
- UNIT 4: Educational Agencies for the National Development** **10 Hrs.**
- 4.1 Educational challenges for economic and socio-political development.
  - 4.2 Role of home, community school, society, and mass media.
  - 4.3 Role of Governmental and non-governmental agencies in general and special education.

Such as -NCERT, SCERT, RCI, NCTE.

- a) Resource mobilization through funding agencies and concessions/facilities for the disabled. Education
- b) Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, RTE, 2009 Biwako Millennium Framework, UNCRPD, and its implications.
- c) International Legislation for Special Education

4.4 International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM

4.5 International and national legislation including UNCRPD

#### **UNIT 5: Education and the Modern Ethos**

**10 Hrs.**

5.1 Democracy, socialism and secularism.

5.2 Constitutional provisions in human rights.

5.3 Equalization of educational opportunities.

5.4 Education and human resource development.

5.5 Planning and management of human resource development.

5.6 Environmental Education

#### **UNIT 6: Emerging trends in Special and Inclusive Education**

**10 Hrs.**

6.1 Concept of impairment, disability (activity limitation) and participation restrictions and their implications

6.2 Concepts and principles of inclusion.

6.3 Inclusive Education a rights based model

6.4 Community linkages and partnership of inclusion

6.5 Role of special schools and special teachers/educators in facilitating inclusive education

**Notional Hours: 30**

**Credit: 1**

1. Critical evaluation of educational philosophies with respect to education of the disabled
2. Discussion on merits and demerits of current disability related policies and laws in India and abroad
3. Seminar on current trends in education

#### **Reference Books for C2**

1. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
2. Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
3. Steven. B. (1998). School and Society. Sage Publications.



4. Suresh. D. (1998). Curriculum and Child Development. Bhargava.
5. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
6. Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.
7. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi VikasPublishing House Pvt. Ltd.
8. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
9. Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.
10. Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
11. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
12. Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling Publishers Pvt. Ltd.
13. Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critical Issues. New Delhi National Book Organisation.
14. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000.. New Delhi IAE Association.

**Course Code: C 3**  
**EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES**

**Total Hours: 60**  
**Total Credits: 2**

**Objectives**

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

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

**Course Content**

**UNIT 1: Introduction to Psychology** **10 Hrs.**

- 1.1 Definition, Nature and Scope of Psychology.
- 1.2 Educational psychology: scope and relevance to general education.
- 1.3 Role of educational psychology in special education.
- 1.4 Theories of motivation, attention and perception and its application in education.
- 1.5 Implications of the above with regard to specific disabilities.

**UNIT 2: Growth and Development** **10 Hrs.**

- 2.1 Meaning, Definitions and Principles of Growth and Development.
- 2.2 Influences of heredity and environment.
- 2.3 Stages of Development with reference to children with disabilities.
- 2.4 Developmental needs from infancy through adolescents
- 2.5 Developmental delay and deviancies

**UNIT 3: Learning** **10 Hrs.**

- 3.1 Definition, Meaning of Learning and Concept formation.
- 3.2 Learning -Domains and factors affecting learning.
- 3.3 Theories of learning (behavioral, cognitive and social), and their application to special education
- 3.4 Memory and strategies for enhancing memory
- 3.5 Implications of the above with regard to various disabilities.

**UNIT 4: Intelligence, Aptitude and Creativity** **10 Hrs.**

- 4.1 Meaning and definition of intelligence and aptitude.
- 4.2 Theories of intelligence
- 4.3 Concept of Creativity, its process, characteristics of creative people, and teachers' role in stimulating creativity.

- 4.4 Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT/BLAT, DST)
- 4.5 Implications of the above with regard to various disabilities.

**UNIT 5: Personality**

**10 Hrs.**

- 5.1 Meaning and Definition of personality.
- 5.2 Theories of personality
- 5.3 Frustration and conflict, defence mechanisms and behaviour deviations,
- 5.4 Mental health and signs and symptoms of maladjustment
- 5.5 Implications of disabilities in personality assessment.

**UNIT 6: Guidance and Counselling**

**10 Hrs.**

- 6.1 Meaning nature and scope of guidance and counselling and role of home. .
- 6.2 Approaches and techniques of guidance and counselling with reference to various disabilities.
- 6.4 Vocational guidance, assessment, training, avenues and perspectives
- 6.3 Discipline and management of class room behaviour problems.
- 6.5 Yoga and other adjunctive aids.

**Notional Hours: 30**  
**Credit: 1**

1. Profile of the developmental deviances in a given child with ASD
2. Discussion on application of various theories of learning in education of children with ASD
3. Simulation of a guidance and counseling session

**Reference Books for C 3**

1. Adams J.A. (1992). Learning and memory- An introduction. Homewood, Illinois Dorsey Press.
2. Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York : Academic Press,
3. Butcher. H.]. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
4. Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
5. Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
6. Hunter, Ian. M.R. (1994). Memory, London: Penguin Books.
7. Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century.
8. Munn. N.L. (1997). Introduction to Psychology. Delhi.
9. Petri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth.
10. Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.

11. Simth, MDaniel. (1998). Educational Psychology. New York:Allyn& Bacon.
12. Skinner. B.F. (1997). VerbalBehaviour. New York: Appleton century Crofts.
13. Travers. R.M. (1993). Educational Psychology. New York: Macmillan,
14. Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev., Vol. 20.
15. Woodworth. R.S. (1994). Experimental Psychology, New York: Hot
16. Barciey. J.R. (1993). Counselling and Philosophy. San Francisco.
17. Floelick. C.P. (1988). Guidance Services in Schools. New York: Allyn& Bacon.
18. Jones. A.P. (1994). Principles of Guidance. New York: Holt.
19. Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India.

**Course Code: C 4**

**EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH**

**Total Hours: 60**

**Total Credits: 2**

**Objectives**

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

1. Discuss the meaning, need and scope of educational management.
2. Define the concept and meaning of curriculum and instructional strategies.
3. Explain the concept, meaning, scope and types of educational technology.
4. Describe the need and scope of educational research.
5. Discuss the meaning, scope and types of educational evaluation.

**Course Content**

**UNIT 1: Educational Management**

**10 Hrs.**

- 1.1 Definition, Meaning, Need, Scope of Educational Management.
- 1.2 Concept and Principles of Institutional Planning and Management, Admission with focus on zero rejection
- 1.3 Inspection, supervision and mentoring.
- 1.4 Institutional Organization, Administration and Evaluation.
- 1.5 Types of Leadership and Organizational Climate

**UNIT 2: Curriculum**

**10 Hrs.**

- 2.1 Definition, Meaning and Principles of Curriculum,
- 2.2 Principles of curriculum development and disability wise curricular adaptations.
- 2.3 Curriculum planning, implementation and evaluation – implications for disabilities and role of teacher.
- 2.4 Types and importance of co-curricular activities
- 2.5 Adaptations of co-curricular activities.

**UNIT 3: Instructional Strategies**

**10 Hrs.**

- 3.1 Theories of instruction – Bruner and Gagne.
- 3.2 Approaches to instruction -cognitive, behavioural, and eclectic.
- 3.3 Design instruction -macro design.
- 3.4 Organizing individual, peer, small group, large group instructions.
- 3.5 Teaching materials -aids and appliances, other equipment -development.

**UNIT 4: Educational Technology**

**10 Hrs.**

- 4.1 Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
- 4.2 Role and types of audio-visual aids in teaching and application of multimedia in teaching and learning
- 4.3 Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.

- 4.4 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.
- 4.5 TLM: Importance, need and guidelines on use of TLM with reference to various disabilities.

**UNIT 5: Educational Research** **10 Hrs.**

- 5.1 Definition, Need and scope of educational research
- 5.2 Principles of Research in Education.
- 5.3 Types of research - fundamental, applied and action
- 5.4 Tools of research.
- 5.5 Overview of research studies in special education in India.

**UNIT 6: Educational Evaluation** **10 Hrs.**

- 6.1 Definition, Meaning, scope and types of evaluation.
- 6.2 Various types of tests.
- 6.3 Characteristics of a good test
- 6.4 Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.
- 6.5 Presentation of data - graphs, tables and diagrams.

**Notional Hours: 30**  
**Credit: 1**

**Reference Books for C4**

1. Cima M Yeole. (1991). Educational Technology. CimaMyeole.
2. DipikaBhadresh Shah, (1991). Educational Technology for Developing Teaching Competency GavendraPrakashan.
3. JaganathMohanty. (1998). Studies in Educational Broadcasting. San Subscription Agency.
4. Mangal K. (1990). Fundamentals of Educational Technology. Prakash Brothers
5. RuhelaSatyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
6. Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of Educational Technology. Anmol Publications.
7. Tara Chand. (1992). Educational Technology. Anmol Publication.
8. Aggarwal. Y.P. (1992) Research in Emerging Fields of Education Concepts, Trends and Prospects. New Delhi Sterling Publishers.
9. Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
10. Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
11. Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
12. Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.

13. Martyn, Hammersley. (1996). case Studies in Classroom Research. Philadelphia Open University Press.
14. Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
16. D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
17. Govt. of India, Persons with Disability Act, 1995.
18. Evens, P. and Varma. V (1990). Special Education Past, Present and Future, TheFalmerPress.
19. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada.

**Course Code: S 1**  
**AUTISM SPECTRUM DISORDERS**  
**Identification and Assessment**

**Total Hours: 60**  
**Total Credits: 2**

**OBJECTIVES**

After completing this paper, the student teacher would be able to

1. Develop an understanding about concept, history and theoretical perspectives of autism spectrum disorders (ASD)
2. Explain the types and characteristics of ASD
3. Describe the disorders related with ASD
4. Explain the use of various assessment and diagnostic procedures
5. Explain the need and process of differential assessment
6. Analyze the needs of parents and family members

**UNIT 1: Introduction to Autism Spectrum Disorders (ASD)**

**10 hours**

- 1.1 Concept and definition of Autism Spectrum Disorders
- 1.2 The ASDTriad
- 1.3 Historical perspective to ASD
- 1.4 Prevalence and incidence of ASD
- 1.5 Theoretical perspective: Theory of Mind, Central coherence theory, Executive functioning

**UNIT 2: Types and Characteristics**

**10 hours**

- 2.1 Autism
- 2.2 Asperger's Syndrome
- 2.3 Rett Syndrome
- 2.4 Childhood Disintegrative Disorders
- 2.5 Pervasive Developmental Disorders-not Otherwise Specified

**UNIT 3: Related Disorders**

**10 hours**

- 3.1 Hyperlexia
- 3.2.Semantic pragmatic disorders
- 3.3 Non-Verbal Learning Disability
- 3.4 Prader Willis Syndrome
- 3.5 Fragile X Syndrome

**UNIT 4: Identification and Assessment**

**10 hours**

- 4.1 Screening, diagnosis and assessment: concept, definition and purpose
- 4.2Screening Tools: CHAT; MCHAT; Infant-Toddler Checklist; QCHAT; Autism SpectrumScreening Questionnaire
- 4.3 Diagnostic Criteriaand Tools: DSM-IV TR; ICD-10; ADOS, ADI-R, CARS, GARS, ISAA
- 4.4 Areas of Assessment of



- Psychological: WISC, Malins, BinetKamath
  - Developmental: Infant- Toddler Checklist, Child Developmental Screening
  - Educational: Psycho-Educational Profile; Adolescents and Adults Psycho Educational Profile, Curricular based assessment, EACCID
  - Functional: Functional Analysis, FACP
  - Behavioral: Vineland Social Maturity Scale, ABS, Assessment of Basic Language and Learning Skills
  - (ABBLS), Behavior Problem Inventory
- 4.5 Teacher competencies in assessment

**UNIT 5: ASD- Differential Assessment 10 hours**

- 5.1 Need for differential assessment
- 5.2 Assessment of Language and communication
- 5.3 Assessment of Perceptual motor skills
- 5.4 Assessment of sensory processes
- 5.5 Critical aspects of assessment: training, procedure

**UNIT 6: ASD-Assessment of Family & Community Needs 10 hours**

- 6.1 Needs of parents
- 6.2 Needs of siblings
- 6.3 Needs of extended family
- 6.4 Guidance and Counseling
- 6.5 Community needs assessment

**Notional Hours: 15**  
**Credit: 1**

1. Administration of screening and assessment tools on given children
2. Development of a teacher made tool for language and communication
3. Development of an educational program for any of the related disorders with ASD

**Reference Books for S1**

1. Attwood, T. (2008). The complete guide to Asperger Syndrome. Jessica Kingsley Publications. London.
2. Siegel, B. (1996): The World of Autistic Child. Oxford University Press. New York
3. Delcato, C. (1974). The ultimate stranger; the autistic child. Garden City, NY: Doubleday
4. T.Williams (2011) Autism Spectrum Disorders-From Genes to Environment. In Tech, Croatia
5. Simpson, R. L, Smith Myles, B. (Eds.) (2008) Educating children and youth with autism: strategies for effective practice. (2<sup>nd</sup> edition) Pro Ed. Texas
6. Myles, B.S. and Simpson, R.L. (2003). Asperger's syndrome: A guide for educators and parents (2nd ed.), Autin, TX: PRO-ED
7. American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders (4<sup>th</sup> ed. TR). Washington DC.

8. Arya, S., Rao, L.G., Jayaram, M &Deshpande, S.N. (2009). Indian Scale for Assessment of Autism. National Institute for the Mentally Handicapped, Secunderabad
9. National Resource Council, (2002). *Educating Children with Autism*. National Academic Press, Washington
10. Bettelheim, B. (1967). *The empty fortress: Infantile autism and the birth of self*. New York : Free Press.
11. Donald J. Cohen and Fred R.Volkmar (1997) *Handbook of Autism and Pervasive Developmental Disorders*, 2ndEdition. New York, NY. John Wiley and Sons, Inc.
12. Frith, U. (1989). *Autism. Explaining the enigma*. Oxford UK & Cambridge USA: Blackwell.

**Course Code: S 2**  
**AUTISM SPECTRUM DISORDERS**  
**The Multidisciplinary Aspects**

**Total Hours: 60**  
**Total Credits: 2**

**OBJECTIVES**

After completing this paper, the student teacher would be able to

1. Explain the etiological factors and preventive measures for ASD
2. Describe the nature of disorders and conditions commonly occurring with ASD
3. Explain the deficits and intervention of language and communication in ASD
4. Describe the deficits and intervention of sensory processes in ASD
5. Justify the role of multidisciplinary team in education of children with ASD
6. Discuss the training needs of persons with ASD for independent living in community

**UNIT 1: ASD- Etiology and Prevention**

**10 hours**

- 1.1 Genetic factors
- 1.2 Prenatal factors
- 1.3 Perinatal factors
- 1.4 Postnatal factors
- 1.5 Preventive measures

**UNIT 2: ASD- Co-morbid Disorders and Conditions**

**10 hours**

- 2.1 Intellectual Disability
- 2.2 ADHD
- 2.3 Tourette Syndrome
- 2.4 Tuberous Sclerosis
- 2.5 Seizures and emotional disturbances

**UNIT 3: ASD- Communication Aspects**

**10 hours**

- 3.1 Language, Communication, Speech: concept and definition
- 3.2 Language:
  - Components: Semantics, Syntax, Pragmatics
  - Disorders: Echolalia, perseverance, neologism
- 3.3 Communication: Process, types
- 3.4 Speech Disorders
- 3.5 Intervention of language and communication

**UNIT 4: ASD- Sensory Motor Aspects**

**10 hours**

- 4.1 Sensory processes: underlying concepts
- 4.2 Sensory processes in ASD
- 4.3 Executive function deficits
- 4.4 Sensory integration therapy
- 4.5 Sensory integration aids and devices

**UNIT 5: ASD- Multidisciplinary Team****10 hours**

- 5.1 Structure of multidisciplinary team
- 5.2 Role of speech and language therapist
- 5.3 Role of occupational therapist
- 5.4 Role of psychologist and counselor
- 5.5 Role of parents and family

**UNIT 6: ASD- Community Based Rehabilitation and Adulthood****10 hours**

- 6.1 CBR: concept and Definition
- 6.2 Models of CBR
- 6.3 Career education and employment
  - Individual Transition Plan
  - Open employment
  - Supported employment
  - Sheltered employment
- 6.4 Life skill education
  - Independent living
  - Sex education
  - Relationship & marriage
- 6.5 Legal and constitutional provisions

**Notional Hours: 30****Credit: 1**

- 1. Seminar on environmental factors for ASD in India
- 2. Development of a classroom program for language and communication
- 3. Visit to a vocational training centre for ASD

**Reference Books for S2**

- 1. Howlin, P., & Rutter, M. (1991). Treatment of autistic children. Chichester: John Wiley & Sons.
- 2. Frost, Lori A. & Andrew S. Bondy (1996) The Picture Exchange Communication System Training Manual. Cherry Hill, NJ: Pyramid Educational Consultants, Inc.
- 3. Peterson, Susan. Picture Exchange Communication System. E-mail exchange, February, 2000.
- 4. Shattock P, Whiteley P. (2002) "Biochemical aspects in autism spectrum disorders: updating the opioid-excess theory and presenting new opportunities for biomedical intervention" "Autism Research Unit, University of Sunderland, UK.
- 5. Accardo, P.J., Magnusen, C., and Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore
- 6. Kendel, E., Schwartz, J., & Jessell, T. (2000). Principles of neural science. New York: McGraw-Hill
- 7. Twachtman-Cullen, D. (2000). How to be a para pro: A comprehensive training manual for paraprofessionals. Higganum, CT. Starfish Speciality Press.

8. Culp, S. (2011) *A Buffet of Sensory Interventions: Solutions for Middle and High School Students With Autism Spectrum Disorders*. AAPC Publishing, Kansas
9. Moyes, R.A (2010) *Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies!*
10. Kathleen Ann Quill (1995) *Teaching Children with Autism: Strategies to Enhance Communication and Socialization*. Albany, NY. Delmar Publishers, Inc.
11. Koomer, J. and Kranowitz, C. (2007) *Answers to questions teachers ask about sensory integration*. Future Horizons, Texas
12. Beukelman, D. & Mirenda, P. (2004). *Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults*. Baltimore, MD: Paul H. Brookes Publishing Co

**Course Code: S 3**  
**AUTISM SPECTRUM DISORDERS**  
**Curriculum and Teaching Strategies**

**Total Hours: 60**  
**Total Credits: 2**

**OBJECTIVES**

After completing this paper, the student teacher would be able to

1. Explain the principles and approaches to curricular development
2. Develop an educational program for children with ASD in a given area of curriculum
3. Analyze and compare the various teaching approaches for ASD
4. Explain the teaching methods used for children with ASD
5. Discuss the teaching strategies for children with ASD
6. Design a suitable program for educating children with ASD in inclusive classrooms.

**UNIT 1: Development of Curriculum**

**10 hours**

- 1.1 Curriculum: definition, aims
- 1.2 Principles of curriculum development
- 1.3 Approaches to Curriculum Development;
  - a. Developmental Approach
  - b. Ecological Approach
  - c. Functional Approach
- 1.4 Individual Education Plan
- 1.5 Person-Centered Plan

**UNIT 2: Curricular Areas and Educational Program**

**10 hours**

- 2.1 Instructional design
- 2.2 Curricular areas
  - Language and communication
  - Motor skills
  - Social skills
  - Appropriate behavior
  - Academic skills
  - Pre-vocational and vocational skills
  - Leisure & recreation
- 2.3 Goals: Long term, short term, objectives, target behavior
- 2.4 Scheduling Instructions
- 2.5 Evaluation: formative & summative

**UNIT 3: Teaching Approaches**

**10 hours**

- 3.1 Behavioral approach:
  - Applied Behavioral Analysis
  - Discrete Trial Training
  - TEACCH
  - Analysis of Verbal Behavior

- Pivotal Response Training
- 3.2 Developmental approach
  - Floor time
  - Relationship Development Intervention
- 3.3 Cognitive approach
  - Mind reading
  - Meta-cognitive strategies
  - Cognitive behavior modification
- 3.4 Social approach
  - Social story
  - Comic strips
- 3.5 Other approaches
  - Higashi Approach
  - Miller Method

**UNIT 4: Teaching Methods**

**10 hours**

Joint Action Routines

4.1 Incidental Teaching

4.2 Language experience activities

4.4 Visual Activity Schedules

4.5 Alternative & augmentative communication: PECS, Makaton, Graphic Symbols

**UNIT 5: Teaching Strategies**

**10 hours**

5.1 Visual schedules

5.2 Task analysis

5.3 Response prompts

5.4 Reinforcements

5.5 Physical environment and classroom organization

**UNIT 6: Inclusive Education**

**10 hours**

6.1 Inclusive education: Philosophy and need

6.2 Curricular adaptation & accommodation, Differentiated instruction

6.3 Preparation for NIOS

6.4 Teaching methods for inclusive classroom: Cooperative learning, peer tutoring

6.5 Collaboration and role of special educator

**Notional Hours: 30**

**Credit: 1**

1. Development of an IEP for a child with ASD
2. Development of differential instruction on a given subject
3. Development of a visual activity schedule

### Reference Books for S3

1. R.L. Simpson & B.S. Myles (2008) *Educating Children and Youth with Autism: Strategies for effective practice*, 2nd ed. Pro.Ed. Texas
2. Kathleen Ann Quill (1995) *Teaching Children with Autism: Strategies to Enhance Communication and Socialization*. Albany, NY. Delmar Publishers, Inc.
3. Grandin, T. (1995). *Thinking in Pictures and Other Reports from My Life with Autism* Vintage Books,
4. Frost, Lori A. & Andrew S. Bondy (1996) *The Picture Exchange Communication System Training Manual*. Cherry Hill, NJ: Pyramid Educational Consultants, Inc.
5. Peterson, Susan. *Picture Exchange Communication System*. E-mail exchange, February, 2000.
6. National Resource Council, (2002). *Educating Children with Autism*. National Academic Press, Washington
7. Schopler, E, Mesobov, G.B.,&Kunce, L. J. (Eds.). (1998). *Asperger's Syndrome or High Functioning Autism?* Plenum Press, New York
8. Wheeler, M. (2007). *Toilet Training for Individuals with Autism or other Developmental Issues* (2<sup>nd</sup> edition) Future Horizons, Texas
9. M. Prior (2003), *Learning and behavior problems in aspergersyndrome*.New York: Guilford Press.
10. Myles, B.S. and Simpson, R.L. (2003). *Asperger's syndrome: A guide for educators and parents* (2nd ed.), Autin, TX: PRO-ED
11. Maag, J.W. (2004). *Behavior management: From theoretical implications to practical applications* (2nd ed.) Belmont, CA. Wadsworth/Thomson Learning
12. Gray, C. (2000). *The New Social Story Book*. Arlington, TX: Future Horizons
13. Beukelman, D. &Mirenda, P. (2004). *Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults*.Baltimore, MD: Paul H. Brookes Publishing Co
14. Cooper, J.O., Heron, T.E., &Heward, W.L. (1987) *Applied Behavior Analysis*. Upper Saddle River, NJ, Prentice Hall.
15. Savner, J.L. & Myles, B.S. (2000). *Making visual supports work in home and community: Strategies for individuals with autism and Asperger's Syndrome*. Shawnee Mission, KS. Autism Asperger Publishing
16. McClannahan, L.E and Krantz, P (1999). *Activity Schedules for Children with Autism*. Woodbine House, Bethesada.
17. Siegel, B. (1996): *The World of Autistic Child*. Oxford University Press. New York
18. Baron-Cohen, S. (2003a). *The essential difference: The truth about the male and female brain*. New York: Basic Books
19. Martin, N. (2009) *Art as an early intervention tool for children with autism*. Jessica Kinsley Publishers, PA.USA
20. Greenspan, S.I., and Wieder, S. (1998). *The child with special needs. Encouraging intellectual and emotional growth*. Perseus Publishing, Massachusetts
21. W. Sailor, G. Dunlap, G. Sugai, & R.H. Horner (2009)). *Handbook of positive behavior support* (pp. 107–123). New York: Springer
22. T.Williams (2011) *Autism Spectrum Disorders-From Genes to Environment*. In Tech, Croatia



**Course Code: M 1**  
**METHODOLOGY OF TEACHING LANGUAGE AND SOCIAL SCIENCES**

**Total Hours: 60**  
**Total Credits: 2**

**Objectives:**

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

1. Understand the importance of social sciences in school curriculum and human life.
2. Understand methods, techniques and devices of teaching social sciences
3. Describe the methods of teaching language
4. Use verity of learning's experience of instructional materials white teaching social sciences.
5. Explain the role of an effective teacher of social sciences

**UNIT 1: Curriculum, Maxims and Methods of Teaching**

**12Hrs**

- 1.1 Objective and specifications of teaching at Primary, Secondary and Higher Secondary Levels of education
- 1.2 Correlation with other school subjects, internal, external
- 1.3 Maxims of Teaching: Known to Unknown, Simple to Complex, Concrete to Abstract
- 1.4 Methods of Teaching::
  - a. Lecture Methods (Higher Secondary)
  - b. Discussion Methods
  - c. Project Method
  - d. Source Method (History)
  - e. Journey Method (Geography)
  - f. Regional Method (Geography)
  - g. Demonstration Method (Geography)
  - h. Problem Solving Method
- 1.5 Advantage and Limitations of each Method

**UNIT 2: Teaching of Language**

**12 Hrs**

- 2.1 Psychology of language learning
- 2.2 Readiness for language learning
- 2.3 Approaches to teaching language
  - a. structural
  - b. communicative
  - c. language experience
  - d. phonetics
  - e. multi sensory
- 2.4 Methods of teaching language
  - a. translation
  - b. Direct
  - c. Grammar
- 2.5 Activities of language teaching: language games, drill, competition, tactile and audio aids, library role play, music

**UNIT 3: Planning and Techniques of Teaching** **12Hrs**

3.1 Lesson Plan, Unit Plan, Year Plan, Unit Test (Practical Aspect Only)

3.2 Techniques of Teaching:

- a. Dramatization, Role play
- b. Programmed Learning
- c. Self-Study
- d. Story Telling
- e. Microteaching
- f. Team Teaching
- g. Simulated Teaching

3.3 Advantage and Limitations of each technique

3.4 Remedial Teaching

3.5 Difficulties in teaching social science and suggestive measures to overcome them

**UNIT 4: Curriculum and Text Books** **12Hrs**

4.1 Appraisal of existing Syllabi

4.2 Organization of content on the basis of concentric and regressive approach – its advantage and limitations

4.3 Characteristics of good text book and evaluation of prescribed text book

4.4 Importance and organization of co-curricular activities: Club, Visits, Museums, Festivals, Celebration of day of national importance

**UNIT 5: Role of Teachers and Facilities** **12Hrs**

5.1 Qualities and Qualifications

5.2 Classroom evaluation

5.3 Professional growth of teacher

5.3 Instructional materials and teaching aids

5.4 Subject related aids and equipment

**Notional Hours: 30**

**Credit: 1**

1. Preparation of questions paper for tests in social science/ language
2. Development of a Social science /language teaching program for children with ASD
3. Critical analysis of a text book

**Reference Books for M1**

1. Gadre G.L., 'Teaching English in Secondary Schools'.
2. Gurav H. K., 'Teaching aspects of English Language'.
3. Bansibhari, Kute, Suryawanshi, 'Communicative Language Teaching in English'.
4. Pawar N. G., 'Theory and Practice of Teaching English Language'.
5. Pahuja N. P., 'Teaching of English'.

6. Kohli A. S., 'Teaching of English'.
7. Menon and Patel, 'Teaching of English in India'.
8. Longmans – Source book for teaching Geography, UNESCO
9. Guzjar R. D. – A handbook for Geography teachers ABD-Publishers, Jaipur, 2001.
10. Aggarwal–Modern Methods of teaching Geography, Sarup& Sons–New Delhi, 2000.
11. David Hall–Geography & the Geography teacher, UnwinEdu. Books, London, 1976.
12. M. Long, B.S.Roberson – TeachHEINEANN – Educational Books Ltd., London, 1968.
13. Varma O. P. – Geography Teaching, Sterling Publishers (P.) Ltd., New Delhi, 1970.
14. New Movements in the Study and Teaching of History (Edit) Ballard Martin – Maurice Temple Smith Ltd., London – 1970.
15. Teaching of History – Kochhar S. K., Sterling Publishers Private Limited – 1996.
16. Creative Teaching of History – Ghose K. D., 66 | Page
17. Oxford University Press, London, 1951.
18. Why Teach History? – Mays Pamela University of London Press Ltd., 1974.
19. Teaching History in Secondary Schools – N.C.E.R.T., Delhi, 1970.
20. The Realities of Teaching History – Raina V.K., N.C.E.R.T., Delhi, 1992.
21. Arthur C. Binning and David H. Binning: Teaching the Social Studies in Secondary Schools, McGraw Hill Book Co. INC. , 1952 .
22. Clarence D. Sam ford and Eugene Cottle: Social Studies in Secondary Schools, McGraw Hill Book Co. INC., 1952.
23. Frank J.Estran: Social Studies in a changing world, Harcourt Brace & World Inc. 1968.
24. Harry Dhand: A Hand Book for teacher's research in the teaching of Social Studies, AshishPublishing House 8/81 Punjabi Bagh, New Delhi. 1997.
25. James High: Teaching Secondary School Social Studies, John Wiley and sons, INC. New York, 1962.
26. Kohli A.H.: Teaching of Social Studies, Anmol Publications Pvt. Ltd. New Delhi, 1999.
27. NCERT: Position of Social Studies in India, NCERT, New Delhi, 1964.
28. Richard E. Gross and Others: Teaching the Social Studies, What, Why and How?, International Text Book Company Scranton, Pennsylvania , 1968.
29. The Association of Teachers of Social Studies Teaching: Hand Book for Social Studies Teaching, Halt Rinehart and Winston INC. 1967.

**Course Code: M 2**  
**TEACHING OF SCIENCE AND MATHEMATICS**

**Total Hours: 60**  
**Total Credits: 2**

**Objectives:**

After studying the paper the student teachers are expected to realize the following objectives.

1. Understand the importance of science and mathematics school curriculum and human life.
2. Understand methods, techniques and devices of teaching science and mathematics.
3. Use variety of learning's experience while teaching science and mathematics.
4. Prepare Co-curricular and curricular activities related to school subject.
5. Prepare appropriate instructional material for science and mathematics

**UNIT 1: Introduction to Teaching Science and Mathematics** **12 Hrs**

- 1.1 Importance of Math and Science in curriculum and life.
- 1.2 Objectives of teaching Math and Science at Primary, Elementary Secondary levels.
- 1.3 Cognitive aspects: Concepts and operations, reasoning and problem solving.
- 1.4 Curriculum: Aids and equipment planning and adaptations.
- 1.5 Evaluation: Needs, methods, tools.

**UNIT 2: Maxims and Methods of Teaching Science and Mathematics** **12 Hrs**

- 2.1 Maxims of Teaching:
  - a. Known to Unknown,
  - b. Whole to part
  - c. Empirical to rational
  - d. Concrete to abstract
  - e. Known to unknown
  - f. Particular to general
- 2.2 Methods of Teaching: Lecture Methods –cum- demonstration
  - a. Laboratory
  - b. Heuristic
  - c. Project
  - d. Inductive-deductive
  - e. Analytic-synthetic
  - f. Problem solving
- 2.3 Advantage and Limitations of each method
- 2.4 Techniques of Teaching: Dramatization, Role play
  - a. Programmed Learning
  - b. Group study
  - c. Self-Study
  - d. Story Telling
  - e. Microteaching
  - f. Team Teaching
  - g. Simulated Teaching

2.5 Advantage and Limitations of each technique

**UNIT 3: Planning and Testing (Practical Aspects Only) 12 Hrs**

3.1 Lesson Plan, Unit Plan, Year Plan, Unit Test (Practical Aspect Only)

3.2 Practical examination in Science- need, planning and organizing, evaluation

3.3 Diagnostic Testing and Remedial Teaching

3.4 Difficulties in teaching Math/ Science and suggestive measures to overcome them

**UNIT 4: Curriculum and Text Books 12 Hrs**

4.1 Organization of content on the basis of

- a. Concentric
- b. Topical
- c. Historical

4.2 Critical study of Syllabus (V to XII)

4.3 Critical and evaluation of good text book

4.4 Importance and organization of co-curricular activities

- a. Clubs
- b. Games, quiz, seminar, workshop, environmental, ramble, exhibition, newsletters
- c. Planning, preparation and maintenance in Science of –
  - 1) Museum
  - 2) Aquarium
  - 3) Botanical garden
  - 4) Herbarium
  - 5) Improvised apparatus
  - 6) Specimen
  - 7) Laboratory: - Importance of Laboratory  
- Planning: Layout, equipment, administration

**Unit 5 Development and Use of Instructional material 12Hrs**

5.1 Appraisal of syllabi for Science and Mathematics

5.2 Critical Evaluation and selection of text books

5.3 Types and importance of

- a. audio aids : radio, tape recorder
- b. Tactile aids: models, magnetic board, peg board.

5.4 Technological aids: computer device and CAI

5.5 Preparation of instructional material

- a. Visual Aids
- b. Projected Aids: Slides, Film Strips, Transparencies, Epidiascope
- c. Non Projected Aids: Mobiles, Charts, Pictures
- d. Reference Materials: Text Book, Journal, Encyclopedia, Reference books,
- e. Hand Books, Work Books
- f. Display Boards, Chalk Board, Magnetic Boards, Peg Boards

**Notional Hours: 30**

**Credit: 1**

1. Preparation of questions papers for tests
  
2. Visit to botanical garden
3. Preparation of visual aids

#### **Reference Books for M2**

1. Teaching of Mathematics – Sudhir Kumar, Anmol Publications, New Delhi-110002
2. Pathways in Mathematics Education – Editors : A.G. Bhalwankar, KalpanaModi, Satyawati
3. Rawool, S.N.D.T. University, Mumbai-400020.
4. A course of teaching and modern Mathematics – Aggarval S. M. – 1977.
5. Teaching of Mathematics – Mangal S. K. – Prakash Brothers publishers, Ludhiana, 1981.
6. The teaching of Mathematics – Siddu K. S. – Sterling Publishers, New Delhi, 1984.
7. Mathematics Education – BhimaSankaran C – Book field center, Mumbai, 1979.
8. Teaching of Mathematics (for secondary School teachers) – Chadha B. N. and Agarval S.M.- Dhanpatrai and Sons, Jullundur.
9. Learning Mathematics – Danies Robert B. – 1984.
10. Collette Alfred, Chiappetta Eugene (1984), "Science Instruction in the Middle and Secondary schools"; Times Mirror/Mosby College Publishing, Toronto.
11. Das R.C. (1985), "Science Teaching in School"; Sterling Publishers, New Delhi.
12. Nanda V. K. (1998), "Teaching of General Science in Elementary School"; Anmol Publication, New Delhi.
13. Sharma H.L (1989), "School Science Education in India"; Commonwealth Publishers, New Delhi.
14. Uttam Kumar Singh, Nayak A.K.(1997), "Science Education"; Commonwealth Publishers, New Delhi.
15. Vaidya Narendra (1999), " Science Teaching in Schools For the 21st Century"; Deep and Deep Publishers, New Delhi.