



सत्यमेव जयते



भारतीय पुनर्वास परिषद्

Diploma in Education-Special Education (Multiple Disabilities)

D.Ed.Spl.Ed. (MD)

July, 2022

(w.e.f. 2022-23)

REHABILITATION COUNCIL OF INDIA

(Statutory Body of the Ministry of Social Justice & Empowerment)

Department of Empowerment of Persons with Disabilities (Divyangjan)

Government of India

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Foreword

Change is said to be the only constant in life that assures progress in all fields including educational practices. Historically education is seen as a short, but most influential bridge to transform approaches and strategies for attaining progress. This helps in achieving national goals as well as reducing the gaps between the haves and have-nots' and also accomplish social harmony. All children typical and special, who are the citizens of tomorrow form the hope and aspirations for fulfilling the national and global development and peace. Therefore the Sustainable Development Goal (SDG) 4 calls for ensuring inclusive and equitable education for life-long learning opportunities for all.

The Rehabilitation Council of India (RCI) is mandated by an Act of RCI 1992 to develop professionals and maintain standards so that educational needs and supports to persons with disabilities are ensured. The RPWD Act 2016 and the National Education Policy 2020 have also upheld inclusive practices for which reasonable accommodations, capacity building of teachers and their professional development is implied. Keeping the provisions of these Acts, policies and provisions of UNCRPD framework, RCI fulfils its obligation and accountability by revising its curricula of programmes.

The present revised Diploma Special Education is being offered as convergence of various disabilities as mentioned in the RPWD Act 2016 as well as the provisions of NEP 2020, of catering to foundational years in children with disabilities to facilitate appropriate elementary education. Besides acquiring competencies to focus on various disability related needs, the student-teachers undertaking this programme would gain knowledge and develop competencies in areas such as child development, family and community involvement and also curriculum development and implementation strategies. It has built a foundation of the emerging Indian society as well as that of inclusive practices in all areas of pedagogical practices, assessments and undertaking the Universal design of learning, which in a way will help in education of all children which is the need of the hour.

Ms. Anjali Bhawra, IAS
Secretary DEPwD & Chairperson RCI
MSJE, Govt. of India

Preface

The Rehabilitation Council of India (RCI) is a statutory body functioning under the Department of Empowerment of Persons with Disabilities (Divyangjan) (DEPwD), of the Ministry of Social Justice & Empowerment (MSJ&E), Govt. of India. RCI has the mandate for human resource development to facilitate rehabilitation of persons with disabilities. Established as a registered society in 1986, RCI was accorded a legal status as 'The RCI Act' 1992. The Act has been amended in 2000 to enhance the professional development programmes in the field.

RCI develops, monitors and regulates both the pre-service and the in-service programmes by offering a gamut of training programmes. These include formulating and standardizing norms, regulations and content of syllabi for programmes ranging from Certificate to Master's and also the Continuing Rehabilitation Education (CRE) programmes for in-service trainings. The programmes aim to develop professionals, catering to the different requirements of disabilities such as assessment, early intervention, inclusion, education, and therapeutics as well as community participation of persons with disabilities. These programmes are affiliated to various institutes and Universities across the country and are conducted through both modes, face to face as well as by distance mode through Open Universities. RCI also maintains registrations of qualified personnel and professionals in its Central Rehabilitation Register (CRR) which provides an authorization to work in the field of Rehabilitation and Special Education.

RCI constantly endeavours to upgrade and update its training programmes so as to contribute towards the achievement of national goals for a sustainable development. The Diploma in Special Education offered in various disabilities is one of the most popular programmes of RCI creating a cadre of special teachers to work in elementary schools. The course content of the programme is revised from time to time so as to fulfill the provisions of various Acts and educational policy for students with disabilities at different levels of school education. The present programmes developed with convergence of disabilities are also intended to develop special teachers for fulfilling the national educational goal of 'education for all.' It is developed by experts from various fields of disabilities, academicians, researchers and persons with disabilities themselves. The courses under each disability have been well deliberated and designed and have a good blend of classic fundamentals as well as the modern trends.

Dr. Subodh Kumar
Member Secretary
Rehabilitation Council of India

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1.0. Preamble

The fundamental aim of education is to generate learners who are motivated, effective and are increasingly responsible and contributory citizens. The 21st century additionally requires that the learners also match the global requirements by being creative, communicative, critical thinkers and collaborative. While the obligation of developing these abilities in learners rests on all stakeholders, the teachers' invariably form the pivot. So, teacher preparation and development have a significant role in national and global development.

The 21st century learning has also seen a change in the perspectives towards the learners. It is increasingly recognized that they are diverse and diversity is valuable. The United Nations Convention of Rights of Persons with Disabilities (UNCRPD) 2006, to which India is a signatory notably views 'disability has a human diversity'. So, the educational acts and policies in India such as Right to Free and Compulsory Education (RTE) Act 2009 and its amendment in 2012, the Rights of Persons with Disabilities (RPWD) Act 2016 and the National Education Policy (NEP) 2020 have provided special attention and made provisions for education of students with disabilities.

The Rehabilitation Council of India (RCI, 1993) is a statutory body under the Ministry of Social Justice & Empowerment. RCI is mandated for the professional development through quality training programs to strengthen education and rehabilitation of persons with disabilities. RCI therefore develops standardized curricula and monitors the human resource development which are conducted through RCI recognized institutes and Universities for a range of programs, i.e., Certificate to Master level programs.

The Diploma in Education - Special Education is formulated to prepare special teachers for children with disabilities specializing in Multiple Disabilities (MD) which includes, besides Cerebral Palsy (CP), Deafblindness (Db) Multiple Disabilities (MD). The special teacher can work in varying settings such as early intervention centers, preschools and elementary schools. These centers or schools may be special or inclusive in nature. The course also would prepare the teachers in such a way so that they can provide home training or in the blended learning form if the need arises.

2.0. Nomenclature of the programme: Diploma in Education-Special Education (Multiple Disabilities) i.e. D.Ed.Spl.Ed.(MD)

Objectives of the Programme:

The Programme of D.Ed in Special Education (MD) is developed with following objectives:

- To develop an understanding of varying disabilities and their implications;
- To have knowledge of typical growth and development of learners and realize the psychological aspects influencing learning and education;
- To be aware of the underlying philosophies, evolutionary practices and the policy provisions facilitating education of children with disabilities;
- To use various assessment tools and techniques for planning educational and other related interventions;
- To be aware of and apply various curricular strategies;
- To appreciate various teaching approaches and use effective teaching strategies;
- To apply various pedagogical approaches for teaching at elementary level;
- To provide support in the use of various intervention and therapeutic techniques;
- To apply appropriate techniques to help students with high support needs;
- To develop an understanding about the concept, construct and facilitators of inclusive education;
- To realize the importance and role of family and community as a catalyst in the education of children with disabilities.

3.0 Scope of the Programme

The D.Ed in Special Education (MD) programme will especially help the student trainees develop following competencies:

Knowledge based competencies:

- About various disabilities and their associated conditions
- Differential needs of learners with disabilities in general
- Differential needs of learners with CP, Db and MD.
- Various areas of child development and the relevant mental processes
- Legislative provisions & policy guidelines for education and rehabilitation aspects
- Educational needs of the children with disability and their management
- Planning and execution of curricular and co-curricular activities
- Methods and techniques of teaching of various subjects

Skill based competencies:

- Assessment and identification of learners with CP, Db and MD using multidisciplinary approach
- Interventional strategies of addressing learning styles and preferences.
- Use of curricular strategies, pedagogical approaches, adaptations and assessments
- Promotion of inclusive practices and involvement of family and community
- Development of specialized skills in planning and providing support services to high support need groups (Children with severe disabilities)
- Development of competencies to teach in varied settings including special school, inclusive schools, home based education and technology-based home learning environments

Value or Behavior based competencies:

- Promotion of school culture and ethos for inclusive educational practices;
- Empowerment of families for equal partnership and advocacy of children;
- Involvement of community for resource mobilization and support;
- Promotion of inclusive practices with equity and quality;
- Acceptance of every student with the belief and conviction that every child will learn.

3.1. Employment opportunities

It is envisaged that such a programme would widen the horizon for the teacher trainee on completion of the course, to teach in special schools, regular inclusive schools at elementary level, work in early intervention and preschool set up or undertake home based teaching to support those with high support needs. In all such settings, the trainees who have successfully completed the programme can practice online and blended teaching too with confidence.

4.0. General frame work of the programme:

It is comprised of theory, practice teaching and practical courses. The Diploma in Education-Special Education& Inclusive Education (MD) programme consists of 5 Common Courses and 7 Specialization Courses pertaining to the education of children with Multiple Disabilities i.e., CP, Db, and MD The programme is organized in such a manner that the content on the disabilities (CP, Db, and MD) are spirally integrated in all courses as per requirement to prepare a cadre of special educators who develop competencies to meet their educational needs.

Each theory course has a total of 75 hours for curriculum transaction. The total weightage for each course in terms of marks will be 75, 40 percent internal and 60 percent external. In terms of credit, the entire program is prepared for 120 credits divided into two parts; theory- 60 credits and practical-60 credits. For curriculum transaction, each credit will be equal to 15 hours for theory and 25 hours for practical.

5.0 Duration of the Programme:

The duration of the programme will be two years (four semesters). Each semester will have at least 225 hours of theory papers (75 hours /paper) and 375 hours of practical. On completion of four semesters, the total theory hours would be 900 hours and practical would be 1500 hours. Details are given in a Table on course structure at 16.0.

6.0 Eligibility:

Students who have passed 10+2 or equivalent with 50% of marks in any stream are eligible for the course. However, there shall be 5 percent relaxation in the percentage of marks (45%) in case the candidate belongs to SC/ST or PwD categories.

7.0 Medium of Instruction:

The medium of instruction will be English / Hindi / Regional language or State specific language.

8.0 Methodology:

The methodology of the courses includes lectures, demonstration, project work, discussions, exposure visits to different schools / rehabilitation projects, practice teaching, participation in community meetings, camps and community development programmes.

9.0 Staff Requirements:

The programme should have two faculty at least at the level of lecturer/assistant professor and one instructor for each year (as mentioned under teaching faculty) of the programme and one will assume the charge of coordinator / head, thus requiring a total teaching staff of six. In addition to this, guest faculty may be invited to teach specific topics.

Teaching Faculty

9.1. Core faculty: The core faculty for each year will consist of the following staff:

Position 1: Faculty in Special Education (Full-time)

Essential qualifications:

- a. Masters in Social Sciences/ Humanities/Sciences.
- b. M.Ed. Spl.Ed.(MD) with two years of experience (post qualification) in teaching in special school for children with CP/Db/MD or teaching in RCI approved long term programmes.

or

B.Ed. Spl.Ed. (MD/Db/CP) or its equivalent with five years of experience (post qualification) in teaching in special school for children with CP/Db/MD or teaching in RCI approved long term programmes.

or

DSE (CP/Db/MD)/D.Ed. Spl.Ed (CP/Db/MD) with 10 years of experience (post qualification) in teaching in special school for children with CP/Db/MD or teaching in RCI approved long term programmes.

- c. The candidate must have valid registration certificate with RCI.

Position 2: Faculty in Psychology (Full-time)

Essential qualifications:

- a. M.Phil. in Clinical Psychology or M.Phil. in Rehabilitation Psychology with two years of experience (post qualification) in working with persons having CP/Db/MD or teaching in RCI approved long term programmes.

Or

Masters in Psychology with special paper on Clinical Psychology/Educational Psychology with five years' post qualification experience of working with persons having CP/Db/MD or teaching in RCI approved long term programmes.

- b. The candidate must have valid registration certificate with RCI

NOTE:

1. Whosoever from the full-time faculty position is the senior most by appointment will function as the Programme Coordinator.

2. In case of a new institution, it can start with two core faculty as above, and two more full time faculty in Special Education with qualification as given for Position 1 for 1st year must be appointed before commencement of 3rd semester. It is preferred that these two full time faculties are to have specialization in disability area other than that of the earlier appointed faculty in special education. E.g., if the earlier appointed special educator is specialized in CP, the other two should be appointed with specialization in Db and MD respectively.

Instructor (Technical): Two instructors should be appointed having a qualification of Bachelor degree in any subject with D.Ed.Spl.Ed.(CP, Db/MD) with valid RCI registration. Both instructors should not be from the same area of disability specialization. In case of new institution, one full time instructor must be appointed before commencement of 3rd semester.

9.2. Visiting Faculty

The experts in their respective specialization and working in hospitals/ institutions or schools can be requested to deliver lectures, demonstrations and to conduct practicals.

1. Occupational Therapist (Bachelor's degree with minimum 2 years' experience)
2. Speech Therapist (Bachelor's degree with minimum 2 years' experience)
3. Physiotherapist (Bachelor's degree with minimum 2 years' experience)
4. Psychiatrist/Pediatrician/Medical Professionals (Post Graduate Medical Qualification)
5. Social Worker (Master's degree in Social Work with minimum 2 years' experience)
6. Yoga Therapist (Diploma in Yoga with minimum 2 years' experience)
7. Physical Education Teacher (certified Coach of Special Olympics with minimum 2 years of experience)
8. Music and Dance Teacher (Diploma or Degree in Performing Art with minimum 2 years of experience)

9.3. Staff (Non-teaching)

1. Librarian/Library Assistant (01)
2. Multi-Task Staff (for typing, record keeping and accounts) (01)

3. Peon (01)
4. Watchman (01)

10.0. Intake capacity

The intake for each year of the course will be a maximum of 35.

11.0 Minimum Attendance

Eighty percent minimum attendance is required both in theory and practical to be eligible to appear in the semester end examination.

12.0 Examination Scheme

The course shall follow the RCI's Scheme of Examination conducted from time to time.

13.0. Requirements of Physical Infrastructure and Materials

13.1 . Physical Infrastructure

1. An Institution having inter-disciplinary team of experts and a school for children with CP, Db, and MD to conduct the practice teaching and practical.
2. Regular school/ remedial clinic for carrying out the practice teaching and practical related to CP, Db, and MD.

13.2. Space

Sl. No.	Type of Facilities (Essential)	Area	Remarks
1.	Class Room – 2	40 sq. m. each	
2.	Class Room – 2	25 sq. m. each	
3.	Multipurpose Room/Hall -1	60 sq. m.	
4.	Library-1	60 sq. m.	5 Computers & Internet
5.	Toilet (Male-1, Female-1)	04 sq. m. each	
6.	Principal's Room -1	15 sq. m.	
7.	Resource Room- 1	30 sq. m.	
8.	Faculty Room-1	40 sq. m.	
9.	Office Room-1	25 sq. m.	
10.	Lab. for Psychology/ICT-1	30 sq. m.	

Sl. No.	Type of Facilities (Desirable)	Area	Remarks
12.	Hostel for Trainees	As per need	
13.	Space for Recreation and Sports	500 sq. m.	If not available,

			then collaboration with nearby Institute/ University
14.	Staff Quarters	As per need	

13.3 Material

Furniture for Staff:

1. Full time staff	Tables	5
	Chairs	5
	Cupboards	5
		2
2. Visiting Faculty (as per need).	Tables	
	Chairs	2
3. Multi-task staff-cum-Accountant	Table	1
	Chair	1
4. Librarian/Library Assistant	Table	1
	Chair	1
5. Peon	Chair	1
	Stool	1
Furniture and Equipment for the Office		
1. Cupboards (Steel)		04
2. Filing Cabinet		01
3. Computer with Printer		01
4. Phone		01
5. Photocopying Machine/Printer		01
6. Any context specific requirement		
Furniture and Equipment for Classroom		
1. Tables (for students)		30
2. Chairs (for students)		30
3. Audio Visual equipment (LCD)		02
4. Black Board		02

Teaching material (Demonstration)	- All the test material as in the syllabus for CP, Db, MD
	- Disability specific teaching material for CP, Db and MD.
	- TLM suitable for CP, Db and MD
Technology related relevant hardware and software with internet connection	5 computers with active internet connection (Wi-Fi/suitable internet connection)

Psychological test material set (for demonstration) as in the syllabus - 01

(e.g., VSMS, Bhatia Battery, BKT, SFB, MISIC, RPM, and WISC)

Play therapy equipment set (for demonstration) - 01

Furniture for Library

(minimum)

- | | |
|---------------------------|----|
| 1. Library cupboards | 10 |
| 2. Library tables (large) | 04 |
| 3. Library chairs | 25 |

13.4. Special School /Facilities for conducting practical

1. Special school having minimum 60 students. The special school must be having the capacity to accommodate both the types of disability such as students with CP and Students with MD. School can have children who have CP as well as Db/MD.
2. Inclusive school(s) with minimum 20 children diagnosed as having CP/Db/MD.
3. The institute can have a tie-up and MoU with more than one special school/inclusive school to meet the requirement of additional number of students prescribed above.
4. To carry out practical's related to students with CP and students with MD/Db, such MoU should be entered into with inclusive schools and/or Government schools through BRC/DRCs who are working with children with CP, Db and MD through schools or home-based programmes.

14.0. Library Material

1. Minimum eighty percent of the prescribed books as mentioned in suggested readings in each course should be available. Those books that are given as suggested readings in more

than one course, must have more than one copy to facilitate access to many students. At least twenty percent of the books should be in Hindi or regional language.

- Journals (at least 2) peer reviewed journals on related disability.

15.0 Certification as Registered Personnel

It is mandatory for every rehabilitation professional / personnel to obtain a “Registered Personnel/ Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge. Each registered professional/personnel will be required to get himself/herself re-registered periodically. The periodicity will be decided by the council from time to time. The activities for enrichment training programmes in the form of Continuous Rehabilitation Education (CRE) will be decided by the RCI

16.0 Course Wise Hours, Credits And Marks Distribution

16.1 Theory

Sem- Ester	Course	Hours/ (Credits)	Total Hours per Semester	Marks			Total Marks per Semester
				Inter Nal	Final	Total	
I 16.1.1.	1.Introduction to Disabilities (common course)	75 (05)	225(T)+ 375 (P)= 600 (30 Credits)	30	45	75	225(T)+375(P) = 600
	2.Characteristics of children with Multiple Disabilities	75 (05)		30	45	75	
	3.Assessment of Children with Multiple Disabilities	75 (05)		30	45	75	
	Practical hours and marks	375 (15)		225	150	375	
II 16.1.2.	4.Child Development and Learning (common course)	75 (05)	225(T)+ 375 (P)= 600 (30 Credits)	30	45	75	225(T)+375(P) = 600
	5.Curriculum Development	75 (05)		30	45	75	

	6. Teaching Approaches and Strategies	75 (05)		30	45	75	
	Practical hours and marks	375 (15)		225	150	375	
III	7. Education in Emerging Indian Society and School Administration (common course)	75 (05)	225(T)+ 375 (P)= 600 (30 Credits)	30	45	75	225(T)+375(P) = 600
16.1.3.	8. Methods of Teaching in elementary School	75 (05)		30	45	75	
	9. Therapeutics	75 (05)		30	45	75	
	Practical hours and marks	375 (15)		225	150	375	
IV	10. Inclusive Education (common course)	75 (05)	225(T)+ 375 (P)= 600 (30 Credits)	30	45	75	225(T)+375(P) = 600
16.1.4.	11. Family and Community (common course)	75 (05)		30	45	75	
	12. Management of groups with high support needs	75 (05)		30	45	75	
	Practical hours and marks	375 (15)		225	150	375	
Total	Grand Total	2400 (120)	2400	1260	1140	2400	2400

Coursewise Hours And Marks Distribution

16.2 Practical

Sl. No	Semester-I	Hours	Internal marks	External marks	Total
16.2.1.					
I (a)	Assessment of Children with Multiple Disabilities	125	75	50	125
II (a)	Individualized Education Programme (CP, Db, MD)	150	90	60	150
III (a)	Preparation of TLM for assessment and teaching (including AAC) &	100	60	40	100

	information and communication technology (ICT)				
	Total	375	225	150	375
16.2.2.	Semester-II				
I(b)	Group Teaching - Special schools CP, Db, MD	150	90	60	150
II(b)	Group Teaching – Resource room setting, (Orientation & Mobility) Sign Language Braille	150	90	60	150
III(b)	Incorporation of technology and TLM in different settings	75	45	30	75
	Total	375	225	150	375
16.2.3.	Semester-III				
I (c)	Teaching in Regular / Inclusive School - all subjects_	150	90	60	150
II (c)	Therapeutics and Behavioural support	150	90	60	150
III (c)	Development of teaching Learning materials Using ICT	75	45	30	75
	Total	375	225	150	375
16.2.4.	Semester –IV				
I (d)	Inclusive Practices using UDL Principles	150	90	60	150
II (d)	Working with groups of people with high support needs and severe disabilities.	150	90	60	150
III (d)	Project	75	45	30	75
		375	225	150	375

COURSE - I
INTRODUCTION TO DISABILITIES

Total Marks: 75

Total hours: 75

Learning Outcomes:

On the completion of this Course, the Student-teachers will be able to:

- Explain the historical perspectives and paradigm shift in the models of disability
- Demonstrate knowledge about various causes and preventive aspects about different disabilities.
- Describe the Educational needs, implications and challenges in the management of various types of disability
- Describe and analyze the importance of early identification and intervention of children with disabilities and twice exceptional children.
- Explain the importance of different agencies in human resource development

Course Content:

Unit 1: Understanding Disability

- 1.1 Historical perspectives of Disability - National and International & Models of Disability;
- 1.2 Concept, Meaning and Definition - Handicap, Impairment, Disability, activity limitation, Habilitation and Rehabilitation;
- 1.3 Definition, categories (Benchmark Disabilities) & the legal provisions for PWDs in India;
- 1.4 An overview of Causes, Prevention, prevalence & demographic profile of disability: National and Global;
- 1.5 Concept, meaning and importance of cross disability approach and interventions;

Unit 2: Definition, Causes & Prevention, Types, Educational Implication, and Management

- 2.1 Locomotor Disability-Poliomyelitis, Cerebral Palsy/Muscular Dystrophy;
- 2.2 Visual Impairment-Blindness and Low Vision;
- 2.3 Hearing Impairment-Deafness and Hard of Hearing;

- 2.4 Speech and language Disorder;
- 2.5 Deafblindness and multiple disabilities;

Unit 3: Definition, Causes & Preventive measures, Types, Educational Implications, and Management

- 3.1. Intellectual Disability;
- 3.2. Specific Learning Disabilities;
- 3.3. Autism Spectrum Disorder;
- 3.4. Mental Illness,
- 3.5. Chronic Neurological conditions and Blood Disorders;

Unit 4: Early Identification and Intervention:

- 4.1. Concept, need, importance and domains of early identification and Intervention;
- 4.2. Organising Cross Disability Early Intervention services;
- 4.3. Screening and referral;
- 4.4. Role of parents, community, ECCE and other stakeholders in early intervention as per RPD- 2016 and NEP 2020;
- 4.5. Models of early intervention- (home-based, center-based, hospital-based, combination) with reference to transition from home to school;

Unit 5: Human Resource in Disability Sector:

- 5.1 Human resource development in disability sector – Current status, Needs, Issues and the importance of working within an ethical framework;
- 5.2 Role of international bodies (International Disability Alliance (IDA) UNESCO, UNICEF UNDP, WHO) in Disability Rehabilitation Services;
- 5.3 International conventions and Policies such as UNCRPD, MDGs and SDGs;
- 5.4 Role of National Institutes (AYJNISHD, ISLRTC, NIEPID, NIEPMD, NIEPVD, NILD, NIMHR, PDUNIPPD, SVNIRTAR) in Disability Rehabilitation Services;
- 5.5 Role of Information and Communication Technology (ICT) in disability inclusive services and development programmes;

Suggested Readings:

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- Fox, A. M. (2005). An introduction to neuro-developmental disorders of children. New Delhi: The National Trust
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- Sharma, H. & Sobti, T (2018). An Introduction to Sustainable Development Goals. Asia: PEP
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- United Nations Educational, Scientific, and Cultural Organization. (n.d.). It's about ability: An explanation of the Convention on the Rights of Persons with Disabilities. Geneva, Switzerland: UNESCO
- Werner, D., Alkazi, R., Mirchandani, V. (1994). Disabled Village Children, (1st Ed.). New Delhi. Voluntary Health Association of India.

COURSE - II
CHARACTERISTICS OF CHILDREN WITH MULTIPLE DISABILITIES

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On the completion of this course, the student teachers will be able to:

- Explain general concept of multiple disabilities
- Demonstrate understanding of learning characteristics of students with multiple disabilities in general.
- Illustrate the learning characteristics of students with Cerebral palsy.
- Describe the learning characteristics of students with Deafblindness.
- Explain the learning characteristics of students with Multiple Disabilities.

Course Content

Unit 1: Concept of Multiple Disabilities

- 1.1. Definition and manifestations of Multiple Disabilities - cognitive motor, neuro-behavioral, neuro-anatomical and neuro-physiological, global developmental delays - meaning and concept.
- 1.2. Early symptoms of Multiple Disabilities and risk factors.
- 1.3. Early identification and referral for intervention and support services.
- 1.4. Advantages of early detection and intervention of children with Multiple Disabilities.
- 1.5. Educational avenues for children with Multiple Disabilities.

Unit 2: Learning characteristics of students with Multiple Disabilities

- 2.1. Concept and meaning of learning characteristics.
- 2.2. Varied types of learners – e.g., Visual learners, Auditory learners, Tactile/Kinaesthetic Learners.
- 2.3. Basic principles in identifying the learning styles for planning instructional Programme.
- 2.4. Concept of Multiple Intelligence and Learning styles of students with Multiple Disabilities.
- 2.5. Role of learning styles in evaluation of students with Multiple Disabilities.

Unit 3: Learning characteristics of students with Cerebral Palsy

- 3.1. Introduction to CP (concept, aetiology, prevalence, incidence, historical perspective cultural perspective, myths, recent trends and updates)
- 3.2. Understanding the types of Cerebral Palsy (motor type, topographical distribution).
- 3.3. Understanding the primary conditions of impaired motor control (Gross, Fine and oro-motor control), impaired motor coordination, muscle tone, balance and posture.
- 3.4. Understanding secondary and associated conditions - difficulty feeding & swallowing, poor/inadequate nutrition, respiratory issues, intellectual impairment, vision loss, hearing loss, epileptic seizures.
- 3.5. Learning Characteristics of children with Cerebral Palsy with needs related to attention, memory, sensory-motor perception, language/communication, cognition, and /specific learning difficulties, and other occurring conditions across ages and disabilities.

Unit 4: Learning characteristics of students with Deafblindness

- 4.1 Basic understanding of Deafblindness, - definition, meaning and description, (concept, aetiology, prevalence, incidence, historical perspective cultural perspective, myths, recent trends and updates)
- 4.2 Classification of Deafblindness based on age of onset, degree of losses,
- 4.3 Different Syndromes leading to Deafblindness
- 4.4 Impact of Deafblindness on communication, mobility, social relationships and on all learning and various learning styles of children.
- 4.5 Communication challenges-Different modes of communication and different ways to develop effective communication, Communication basis of challenging behaviours.

Unit 5: Learning Characteristics of Students with Multiple Disabilities

- 5.1 Learning characteristics of children with Multiple Disabilities with the combination of intellectual impairment: - sensory impairment, ASD, Loco-motor impairment, any other disability
- 5.2 Learning characteristics of children with Multiple Disabilities with the combination of Loco-motor impairment:-ASD, sensory impairment, any other disability.
- 5.3 Learning characteristics of children with Multiple Disabilities with the combination of ASD: - sensory impairment, any other disability.

- 5.4 Learning Characteristics of Students with Blood disorder (Haemophilia, Thalassemia, Sickle Cell Disease) with other combinations.
- 5.5. Learning Characteristics of Students with chronic neurological conditions with other combinations.

Suggested Readings:

- Alsop, L (2002) Understanding Deafblindness: Issues, Perspectives, and Strategies. Hope, Inc
A Resource Manual for Understanding and Interacting with Infants, Toddlers and Preschool Age Children with Deaf-Blindness(1993). Ski-Hi Institute. HOPE Publishing.
- Bender, W. (2008). Multiple Disabilities: Characteristics, Identification, and Teaching Strategies. Pearson/Allyn and Bacon
- Chou KL. Diagnosis and differential diagnosis of Parkinson disease. <https://www.uptodate.com/contents/search>. Accessed May 26, 2020.
- Cogher, L, Savage, E. & Smith, M. (1992) Cerebral Palsy: The Child and Young Person. London, Chapman & Hall.
- Dormans, J., & Pellegrino, L. (Eds.). (1998). Caring for children with cerebral palsy: A team approach. Baltimore, MD: Paul H. Brookes Publishing Co.
- Education of children with Deafblindness and Additional Disabilities – Source book for Master Trainers – National Institute for the Mentally Handicapped, Secunderabad, India.
- Griffith, M. (2018). Developmental disabilities: A simple guide for service providers.
- Hinchcliffe A, (2007). Children with Cerebral Palsy: A Manual for Therapists, Parents and Community Workers, Sage Publications India Pvt Ltd.
- Fox, M. An introduction to Neuro developmental disorders in Children, The National Trust
- Narayan, J., Srinivas, N. C. (2007). Educating Children with Deafblind, NIMH, Secunderabad
- Miles, B. & Riggio, M., (Eds.). (1999). Remarkable Conversations- A guide to developing meaningful communication with children and adults who are deafblind. Perkins School for the Blind, USA.
- Rehabilitation Council of India (2008). Multiple Disabilities, nature & needs-Kanishka Publishers.
- Rojahn, J, Mulick, J.A, Jacobson, J.W (1990). Hand book of Developmental disabilities. New York: Springer.
- R Poggrund, D Sewell, et al. (2012) TAPS: Teaching age-appropriate purposeful skills: An orientation and mobility curriculum for students with visual impairments. Texas School

for the Blind and Visually Impaired. Austin.

Sense International India. (2014). Handbook on Deafblindness. Ahmedabad: Sense International India.

Venkatesan, S. (2004). Children with developmental disabilities. New Delhi, India: Sage Publications.

Verma, P., Panshikar, A., Gupta, Y., Eds (2019). Be the Difference: Equality and Equity in Education. S.R. Publishing House: New Delhi, India.

Suggested web readings:

<https://www.umsl.edu/divisions/optometry/PupilProject/LD.html>

<https://www.cdc.gov/ncbddd/autism/signs.html>

<https://www.aboutkidshealth.ca/article?contentid=1494&language=english>

<https://www.ncbi.nlm.nih.gov/books/NBK332877/>

<https://www.ninds.nih.gov/Disorders/All-Disorders/Cerebral-Palsy-Information-Page>

<https://www.ucpsc.org/ucpsc-wp/wp-content/uploads/2017/06/cp-understand.pdf>

<http://www.iicpindia.org/PDF/What%20is%20Cerebral%20Palsy.pdf>

https://www.physio-pedia.com/Hambisela_Project:_Cerebral_Palsy_7_Modules

COURSE – III
ASSESSMENT OF CHILDREN WITH MULTIPLE DISABILITIES

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On the completion of this course, the student teachers will be able to:

- Explain the concept of screening, assessment, testing, measurement and evaluation.
- Describe the types of assessment used in educational context, differentiate formal and informal assessment.
- Demonstrate understanding of various assessment tools used for children with multiple disabilities.
- Describe the role of special educator in assessment process.
- Describe the process of assessment of students with CP, Db, MD.

Course Content

Unit 1: Concept of assessment

- 1.1. Definition and meaning of screening, assessment, testing, measurement and evaluation.
- 1.2. Assessment for diagnosis and certification – intellectual assessment, achievement, aptitude and other psychological assessments.
- 1.3. Developmental assessment and educational assessment – entry level, formative and summative assessments.
- 1.4. Formal and informal assessment – concept, meaning and role in educational settings. Standardised/Norm referenced tests (NRT), teacher made/informal, Criterion Referenced Testing (CRT) and Learning Media Assessment (LMA).
- 1.5. Points to consider while assessing students with multiple disabilities- primary, secondary with associated conditions and any other challenges.

Unit 2: Role of Special Educator in assessment

- 2.1. Screening tools – scope and importance in educational settings and tools used

- 2.2. Formal assessments carried out by Special Educator - curriculum based assessments, educational evaluations, ecological assessment (home, equipment, school, community context/settings) term end evaluations.
- 2.3. Informal assessment carried out by the teachers – Assessment for planning Individualised Educational Programmes (IEPs), Teacher made and criterion referenced tests in different curricular domains.
- 2.4. Assessment of students with high support needs/severe disabilities.
- 2.5. Teacher competencies and role of special education teacher in assessment in different settings, engage with a multidisciplinary team which includes parents/caregivers as partners.

Unit 3: Assessment of students with Cerebral Palsy

- 3.1. Screening and Diagnosis: Criteria and Tools: Overview of Diagnostic Statistical Manual, ICD-10 and International Classification of Functioning (ICF). The Carolina Curriculum for Infants & Toddlers with Special Needs (CCITSN), Developmental Checklists- The Carolina Curriculum for Preschoolers with Special Needs (CCPSN), ABILHANDS-Kids (6-15 years). Screening for Primitive and Retained Primitive Reflexes.
- 3.2. Functional assessments - Behavioural, Functional, Adaptive, Educational, Academic, and Ecological (equipment, home, community, equipment modifications).
- 3.3. Assessment of associated conditions (difficulty feeding & swallowing, poor/inadequate nutrition, respiratory issues, intellectual impairment, vision loss, hearing loss, epileptic seizures).
- 3.4. Differential Diagnosis- Muscular Dystrophy, Spinal Cord Injury and Neural Tube Defects.
- 3.5. Documentation of assessment, interpretation and report writing.

Unit 4: Assessment of students with Deafblindness

- 4.1 Assessing needs across different areas – Vision (Structure and function of eye), Hearing (structure and function of ear) Communication, Personal, Motor, Social, Orientation and Mobility, Academics, and Behaviour
- 4.2 Challenges in assessment of children with deafblindness and children with vision impairment with additional disabilities
- 4.3 Strategies to be considered before assessment, during assessment, after assessment (e.g., positioning, materials, environment, persons) and Methods and techniques of

observation and recording (e.g., video, notes).

4.4 Van Dijk and Robbie Blaha approaches for children with deafblindness

4.5 Identifying and assessing delayed development

- Ecological assessments
- Callier Azusa scale for assessment
- Oregon Project Inventory
- INSITE Model

Unit 5: Assessment of students with Multiple Disabilities

5.1 Introduction to Physical, functional, educational, and ecological assessment.

5.2. Developmental Checklists for assessment (Upanayan, Portage, PEP)

5.3. Functional assessment for programming and teaching (FACP, FACP-PMR, MDPS, assessment of sensory and motor, Supports Intensity Scale, I-CAN, any other indigenous assessment) - Behavioural Assessment (BASIC-MR) and Curriculum based assessment (GLAD, AARAMBH).

5.4 Identification of Learning Styles and Strategies- Assessment of associated conditions.

5.5. Role of Multidisciplinary, Interdisciplinary and Trans disciplinary approach to assessment, referral agencies, linkages, networking and documentation.

Suggested Readings:

Baine, D. (1988). *Handicapped Children in Developing Countries, Assessment, Curriculum Instruction*. Alberta: University of Alberta.

Bhandari R., Narayan J. (ed) 2009 *Creating Learning Opportunities-A step by step guide to teaching students with Vision Impairment and additional disabilities, including Deafblindness*

Stillman, R., & Battle, C. (1985). *Callier-Azusa Scale (H):Scales for the Assessment of Communicative Abilities*. Callier Center for Communication Disorders, University of Texas at Dallas.

Cooper, J., & Heron, T., & Heward, W. (2020). *Applied Behavior Analysis*. Pearson Publications.

David W. (1998). *Teaching and Learning in the Early Years*. London and New York: Routledge.

Huebner, K. M., Prickett, J. G., Welch, T. R., & Joffe, E. (Eds.). (1995). *Hand in hand:*

Essentials of communication and orientation and mobility for your students who are deaf-blind. (Vol. 1). New York: AFB Press.

Longhorn, L. (2010). A Sensory Approach for very special people: a practical approach to curriculum planning. Souvenir Press Ltd.

Kamen, D. S., Davies, S. J., Kahn, L. E., Nollman, D. S., & Perrault, S. (n.d.). I.C.A.N.: A functional skills assessment of the deafblind. Watertown, MA: Perkins School for the Blind.1995.

Koenig, Alan J.; Holbrook, M. Cay. (1995) Learning media assessment of Students With Visual Impairment.Texas School for the Blind and Visually Impaired, Austin.

King-Sears, H.E. (1994).Curriculum based Assessment in Special Education. San Diego Singular Publishing Group.

Learning through doing- A manual for parents and caregivers of children who are visually impaired with additional disabilities. BPA and NIVH, Dehradun, 2002.

Longone, J. (1990). Teaching Retarded Learners Curriculum and Methods for Improving Instruction. Boston: Allyn and Bacon.

Learning through doing- A manual for parents and caregivers of children who are visually impaired with additional disabilities. BPA and NIVH, Dehradun, 2002.

Panteliadis, P.C. (2018), Cerebral Palsy a multidisciplinary approach. Springer Publications.

Rowland, C (ed.). (2009).Assessing Communication and Learning in Young Children Who are Deafblind or Who Have Multiple Disabilities. Design to Learn Projects of Oregon Health & Science University.

Sense International India. (2016). Screening and Assessment Formats for Children with Deafblindness and Multi-Sensory Impairments. Ahmedabad: Sense International India

The Oregon Project for preschool children who are blind or visually impaired,(2007) Publication Medford, Oregon : Southern Oregon Education Service District.

Overton, T.(1992). Assessment in Special Education – An Applied Approach. New York: McMillan International Edition

Rosenbaum, L. P., &Rosenbloom. L., (2012). From Diagnosis to Adult Life, Mac Keith Press, United Kingdom.

Van Dijk, J. (1986). An educational curriculum for deafblind multi-handicapped persons.

Assessment tools:

- Children's Hand Use Questionnaire, (3-8 years) or (6-18 year)-

<https://www.cheq.se/miniquestionnaire>

- Goal Attainment Scale (GAS)
- Jayanthi, N (2003)., Grade Level Assessment Device, NIMH.
- J. Krishnaswamy. (1992). The UPANAYAN Early intervention programme. Madras: MNC.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Madras: Vijay Human services.,
- M-CHAT R/F: Robins, D., Fein, D., Barton, M. (2009) - Modified Checklist for Autism in Toddlers, revised with follow-up (M-CHAT R/F)
<https://mchatscreen.com/mchat-rf/>
- Manual Abilities Classification System (MACS).
- Parents Evaluation of Development Status
- Short Sensory Profile (SSP)
- Quality of Upper Extremity Skills Test (QUEST)
- Communication Function Classification System (CFCS).
- Eating and Drinking Ability Classification System (EDACS)
- Supports Intensity Scale - Children's Version™ (SIS-C)™ (2016)

Suggested web readings:

<https://www.cheq.se/miniquestionnaire> [APGAR SCORES]

<https://www.urmc.rochester.edu/childrens-hospital/developmental-disabilities/conditions/cp.aspx>

<https://www.neurogenbsi.com/assets/frontend/pdf/books/7-Parent-Guide-for-Cerebral-Palsy.pdf>

<https://dse.education.gov.in/sites/default/files/publication/modulea5.pdf> Cerebral Palsy and Locomotor impairment.

https://niepid.nic.in/disabled_village_children.pdf

PRACTICAL

COURSE – I (a)

ASSESSMENT OF CHILDREN MULTIPLE DISABILITIES

Total Marks: 125

Total Hours: 125

Learning Outcomes:

On completion of this course, the student teachers will be able to:

- Collect background information from the parent/caregiver of the student
- Collect and comprehend the assessment reports of therapeutic and psychological aspects
- Select suitable special educational assessment tools for students with CP, Db and MD.
- Conduct educational assessment and generate comprehensive report

Task of the student trainee:

- Each student trainee will work **with three students, - one each having CP, Db and MD.**
- The student trainee will collect background information and case history in the prescribed format used in the organisation /training institute.
- S/he should interview the parents, caregiver and/or significant others to elicit information.
- S/he should consult the psychologist and therapists to collect the respective assessment information of the student being assessed and compile the information.
- S/he should select an appropriate educational assessment tool for each of the students having CP, Db and MD and assess the student. The tools can be grade level assessment, functional assessment, current level assessment and academic assessment as the case may be. The teacher trainee should appraise the need and select the suitable tools.
- S/he should contact the parents, caregiver and other stakeholders for identifying the level of support required for children with Cerebral Palsy, Deafblindness, Multiple disabilities,.

- S/he should assess the student and prepare a comprehensive report of the elicited information/assessment carried out and submit the report.
- With ethical consideration in mind, the student trainee must ensure confidentiality of the collected data.

Note: the organisation is responsible for seeking permission from the parents and school to carry out the assessment.

Recommended tools and readings

For CP/ Db /MD:

- AIIMS Modified INDT-ASD: Gulati, S. Kaushik, J. S., Chakrabarty, B., Saini, L., Sapra, S., Arora, N. K., Pandey, R. M., Sagar, R., Paul, V. K., Sharma, S. AIIMS-Modified INCLIN Diagnostic Tool for Autism Spectrum Disorder. <http://pedneuroaiims.org/Tools-Combined.pdf>
- R. Gill., & Armstrong, F. (Eds)(2014) *Teaching And Learning In Diverse And Inclusive Classrooms*. Routledge.
- Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (2007). *Portage guide to early education (revised edition)*. Wisconsin: Portage project.
- Bole, V.S, & Bole, S.V., (2007). *Early Management of Cerebral Palsy including children with developmental delay*. Jaypee, New Delhi
- CARS-2: Schopler, E., Bourgonien, M. E. V., Wellman, G. J., Love S. R. (2010). *Childhood Autism Rating Scale 2nd edition (CARS-2)*. Los Angeles, CA: Western Psychological Services.
- ISAA: Arya, S., Rao, L.G., Jayaram, M. & Deshpande, S.N. (2009). *Indian Scale for Assessment of Autism (ISAA)*. NIMH, Secunderabad.
- M-CHAT R/F: Robins, D., Fein, D., Barton, M. (2009). *Modified Checklist for Autism in Toddlers. Revised with follow up (M-CHAT R/F)*. <https://mchatscreen.com/mchat-rf/>
- Myreddi, V., & Narayan, J. (2004). *FACP – PMR*, NIMH, Secunderabad.
- Peshawaria, R. & Venkatesan, S. (1992). *Behavioural Assessment Scales for Indian Children with Mental Retardation*. NIMH. Secunderabad.
- Sushterman, P.M. (2015). *The Cerebral Palsy Tool Kit: From Diagnosis to Understanding*. CP Now. United States.
- Vykuntaraja, Kn., (2014). *Cerebral Palsy and Early Stimulation*. Jaypee Brothers, New

Delhi

- Oberoi, G. (2020). *First Screen*. New Delhi:Orkid.
- Callier-Azusa Scale (H), *Scales for the Assessment of Communicative Abilities*. by Robert Stillman and Christy Battle. Published in 1985 by the University of Texas.Dallas.

Suggested web readings:

- <https://cprn.org/>
- <https://coe.uoregon.edu/cds/files/2018/01/Motivational-Assessment-Scale-II.pdf>
- <https://www.canchild.ca/en/diagnoses/cerebral-palsy>
- <https://www.ninds.nih.gov/>
- <https://www.cerebralpalsyguide.com/>
- https://depts.washington.edu/Db_peds/Screening%20Tools/CSHQ.doc [Children's Sleep Habits Questionnaire]
- <https://www.readingrockets.org/article/reading-together-tips-parents-children-cerebral-palsy>
- <http://kskits.org/writing-family-guided-ifsp-outcomes>

PRACTICAL

COURSE – II (a).

INDIVIDUALIZED EDUCATION PROGRAMME (CP, DB AND MD)

Total Marks:150

Total Hours: 150

On completion of this course, the student teachers will be able to

- Develop IEP based on the assessment details gathered.
- Select priority goals for teaching.
- Derive specific objectives from the priority goals.
- Make necessary plans.
- Implement, monitor and evaluate the programme.
- Write the IEP including the above details, teaching strategies and evaluation methods.
- Implement the IEP as planned using appropriate teaching strategies and Teaching Learning Materials (TLM).
- Document progress.

Task of the student Trainee:

- Based on the comprehensive educational/current level assessment data, the trainee shall select priority goals, develop an IEP for three students—one each with CP, Db, and MD.
- Implement the IEP for a period of minimum 30 sessions (each session is minimum 60 minutes) for each student, using appropriate strategies and teaching learning material
- Monitor progress and maintain task analysis data/periodic/continuous evaluation data
- Carry out the term end evaluation and submit a report including all the details of planning, implementation and evaluation of IEP for all the three students.

Important Note: The theory content on IEP and Teaching strategies are in Semester II in detail. Therefore, the teaching faculty has to ensure that the relevant content on IEP and teaching strategies for carrying out IEP practical is taught to the student trainee during this practical.

Suggested readings:

- Cummings, C. (2000). *Winning Strategies for Classroom Management Teaching*. Book News, Inc.,Portland.
- Department of Special Education (1994). *Functional assessment checklist for Programming: (guidelines for using the checklist)*. Secunderabad: NIPM.
- Jayachandran, P & Vimla, V (1983) *Madras developmental programming system*. Madras:Vijay human service.
- Sutherland, R., Robertson, S., & John, P. (2008). *Improving Classroom Learning with ICT*. Routledge, New York.
- Turnbull, A.P. Srickland, B.B. & Brantlay, J.C. (1990). *Developing and Implementing individualized education programme*. London: Merrill
- Peshawaria, R & Venkatesan, S (1992). *Behavioural assessment scales for Indian children with mental retardation*. Secunderabad: NIPM.
- Sense International India. (2014). *Handbook on Deafblindness*. Ahmedabad: Sense International India.
- Twatchman, C.D.,& Twatchman, B. J. (2011). *The IEP from A to Z: How to Create Meaningful and Measurable Goals and Objectives*, United States, John Wiley & Sons, Inc.
- Hill, & Corry (Eds). (2001). *Deafblind Intervention Strategies for the Home – DISH: A resource for parents of children with deafblindnes*.Utah Schools for the Deaf and the Blind, Deafblind Services Division.
- Analyzing the Communication Environment to Increase Functional Communication
Rowland, Charity Schweigert, Philip. JASH, vol. 18, no. 3, 1993, pp. 161-176..1993.

PRACTICAL

COURSE – III(a)

PREPARATION OF TLM FOR ASSESSMENT AND TEACHING (INCLUDING AAC) & INFORMATION AND COMMUNICATION TECHNOLOGY

Total Marks:100

Total Hours:100

On the completion of this practical, the student teachers will be able to

- Select appropriate teaching learning material for implementing IEP and other teaching activities
- Use the technology appropriately in transacting lessons to the students

Task of the Student trainee:

- For assessment and implementation of IEP, the student trainee shall select or prepare suitable TLM, assistive devices required for assessment activity or the lesson to be taught.
- Shall access material that is available online for carrying out the teaching activity in context for part of the lessons.
- On the completion of the assessment and teaching programme based on the IEP, the teacher trainee shall submit the TLM used and also other innovative TLM if/ he has prepared.
- Shall provide access to the online material that was used during the assessment and teaching programme.

Essential Readings:

Grover, U (2004), Play, fun and learn, Secunderabad: NIMH publications

Narayan J, Kutty, A.T.T, Jandhyala, S (1994) Towards independence series, Secunderabad:
NIMH

Shah, D.B. (1991). Educational Technology for developing teaching competency. Surat:
Gavendra Prakashan,

Sutherland, R., Robertson, S., & John, P. (2008). Improving Classroom Learning with ICT.
Routledge, NewYork

Bullis, Michael (Ed.) Fielding, Glen (Ed.). Communication Development in Young Children

with Deaf-Blindness. Literature Review: Monmouth, Oregon: Oregon State System of Higher Education, Teaching Research Institute 1988.

Stremel, Kathleen; Bixler, Betsy; Morgan, Susanne; Layton, Kristen. (2002). Communication Fact Sheets for Parents - National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind.(NTAC).

Communication Matrix: Especially for Parents. (2004) Rowland. Charity. — Oregon Health & Science University.

Suggested web readings:

<https://www.twinkl.com><http://www.ladyirwin.edu.in/download/2017/apri2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf><https://medinclusiveducation.weebly.com/preparation-of-tlm.html><https://kidshealth.org/en/parents/iep.html><https://www2.ed.gov/parents/needs/speced/iepguide/index.ht>

COURSE: IV
CHILD DEVELOPMENT AND LEARNING

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On completion of this course, the student teachers will be able to:

- Describe the developmental milestones and identify variations among children.
- Explain the process of development in infancy and childhood.
- Apply the knowledge of theories and factors affecting learning.
- Transfer the knowledge of psychological processes in class while working with a child with special needs.
- Demonstrate skills of classroom managing skills and behavior problems.

Course Content:

Unit 1: Growth and Development

- 1.1. Definition and meaning of growth and development;
- 1.2. Principles and factors affecting development;
- 1.3. Nature vs. Nurture;
- 1.4. Domains of development; Physical, social, emotional, cognitive, moral and language;
- 1.5. Developmental milestones and identifying deviations and giftedness;

Unit 2: Ages and stages of development (Birth to Childhood)

- 2.1. Prenatal (conception to birth);
- 2.2. Infancy (Birth to 2 year);
- 2.3. Toddler (2 to 4 years);
- 2.4. Early childhood (Up to 7 years);
- 2.5. Late childhood (7 to 14 years);

Unit 3: Psychology and Learning

- 3.1. Educational Psychology; relevance and scope for educators;

- 3.2. Basic principles of learning given by Thorndike, Pavlov, Skinner, Bandura, Piaget and Vygotsky;
- 3.3. Learning styles and types of learners;
- 3.4. Socio-cultural factors affecting learning;
- 3.5. Implications for children with special needs;

Unit 4: Psychological processes and their Implications for Children with different Disabilities

- 4.1. Attention; concept and factors affecting attention in classroom;
- 4.2. Perception; concept and factors affecting perception;
- 4.3. Memory; types and strategies to enhance memory of children;
- 4.4. Intelligence; definition, meaning and significance of IQ, Gardner's theory of Multiple Intelligence;
- 4.5. Motivation intrinsic, extrinsic, factors affecting motivation;

Unit 5: Classroom Management

- 5.1. Stimulating learning environment; physical and emotional;
- 5.2. Common behavior problems in children;
- 5.3. Functional analysis of behavior;
- 5.4. Behavior management techniques: Cognitive and behavioral;
- 5.5. Modifying behaviors of children with special needs in inclusive and special classroom;

Suggested Readings:

Bhan S. (2014) Understanding Learners, A Handbook for Teachers, publishers; Prasad Publications, N. Delhi, ISBN 978-93-84764-01-2

Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana: Kalyanam Publishers.

Sharma, P (1995) Basics on Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT

Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists,

Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT Development and Growth of a Child. New Delhi: Reliance Publishing House.

- Sharma, R and Sharma, R (2002) Child Psychology Atlantic: New Delhi.
- Mohan M., (1972) Child Psychology in Indian Perspective
- Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition)
Madison: Brown and Benchmark Publishing
- Lindgren H (1988) Educational Psychology in the Classroom, Harper and Row
- Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
- Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness
and Disability
- Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of
Exceptional Children. Springer

COURSE - V
CURRICULUM DEVELOPMENT

Total Marks 75

Total Hours 75

Learning Outcomes:

On the completion of this course, the student teachers will be able to:

- Explain the meaning of curriculum and instruction
- Demonstrate understanding of curricular strategies
- Develop curricular content based on the student assessment report.
- Adapt curricular content to meet the unique needs of the student.
- Develop/adapt curriculum for students with CP, Db, MD.

Unit 1: Definition, Meaning and Approaches to Curriculum Development

- 1.1. Curriculum – definition, meaning and concept
- 1.2. Principles of curriculum development
- 1.3. Types of curricula – developmental, functional, ecological and eclectic
- 1.4. Approaches to curriculum transaction – child centered, activity centered, holistic
- 1.5. Points to consider for developing curriculum for students with diverse learning needs.

Unit 2: Models of Curriculum in Special and Inclusive Education

- 2.1. Models of curriculum and their application to varied educational settings, role of teacher and role of technology in curriculum development
- 2.2. Curriculum for sexual and reproductive health.
- 2.3. Curricular adaptation to meet the educational needs in different settings – special schools, home based settings, inclusive schools, home learning context such as during pandemics and other disasters.
- 2.4. Curriculum development for students with high support needs.
- 2.5. Planning curriculum based on the student's profile and assessment.

Unit 3: Curriculum Development for students with Cerebral Palsy

- 3.1. Activities of Daily Living and Life skills.

- 3.2. Early learning of self, object and environment and readiness skills for exploration through motor, sensory and perceptual channels.
- 3.3. Pre -Literacy/Numeracy skills, Academics and functional academics.
- 3.4. Social, Emotional, Communications skills, Emotion Regulation, Self-Determination skills and creative exploratory art, dance, movement.
- 3.5. Self-advocacy, Community Participation, Civil Rights, Leisure and Recreation

Unit 4 Curriculum for students with Deafblindness

- 4.1 Types of curricula for students with Deafblindness (Spiral, Academic, Expanded/ Plus and Functional).
- 4.2 Functional Curriculum- Need for children to have meaningful age appropriate functional activities to benefit them throughout life and implement opportunities for daily living skills, social relationships, and leisure activities.
- 4.3 Thematic curricula and aligning the regular curriculum goals with the goals identified in the IEP
- 4.4 Academic curriculum for high functioning students with Deafblindness - Developing language and communication, Teaching regular school academics.
- 4.5 Teaching of Expanded Core Curriculum to students with Deafblindness.

Unit 5: Curriculum for students with Multiple Disabilities

- 5.1 Motor, Sensory, Personal, Social/Emotional, Language and Communication, Recreational, leisure, and life skills.
- 5.2 Pre-academics, Functional Academics and Academics: Reading, Writing, Maths, Spelling, environmental awareness
- 5.3 Curriculum development for preschool, and primary/elementary levels (foundation, preparatory).
- 5.4 Plus or compensatory curriculum
- 5.5 Alternate curriculum

Suggested Readings:

- Baine, D. (2017). Developing community-referenced curricula for marginalized communities, Alberta. Canada: Vector International
- Berkowitz, S. (2018). Make the Connection: A Practical Guide to Parents and Practitioners for Teaching the Nonverbal Child to Communicate - with AAC. Herding Cats Press.

- Evans, P and Verma, V (Eds.) (1990) Special Education. Past present and Future. The Faimer Press.
- Eredics, N, (2018) Inclusion in Action: Practical Strategies to modify Curriculum. New York: Paul. H. Brookes Publishing Company.
- Freeman, S. K., Dake, L. (1997). Teach Me Language: A Language Manual for Children with Autism, Asperger's Syndrome and Related Developmental Disorders. United States: SKF Books.
- Learning through doing- A manual for parents and care givers of children who are visually impaired with additional disabilities, BPA and NIVH, Dehradun, 2002
- The Education of Dual Sensory Impaired Children: recognising and developing ability by Etheridge D.
- Martin, N., Hacker., B.J., Attermeier, S.M., (2004). The Carolina Curriculum for Preschoolers with Special Needs, Baltimore: Paul.H. Brookes
- Myles, B.S., Trautman, M.L., Schelvan, R.L. (2004). The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations. AAPI, USA
- NCERT (2020). Guidelines for Development of E Content for Children with Disabilities; Developed by subcommittee of experts constituted by the Ministry of Education; Government of India: New Delhi, India.
- Sennott S. & Loman S. (2015). Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders. Portland State University Library. USA.
- Sense International India. (2018). A Comprehensive Handbook on curriculum adaptation for Inclusive Education of Students with Deafblindness and Multi-Sensory Impairments. Ahmedabad: Sense International India
- Smith D.D. (2002) Introduction to Special Education: Teaching in an age of challenge, Boston, Allyn & Bacon
- Tomlinson., (2014): The Differentiated classroom: Responding the needs of all learners. Alexandria, VA: ASCD
- Aitken, S., Buultjens,M, & Clark. C., et al., (1990). *Teaching children who are deafblind – Contact communication and learning*, Letts.
- Towards Inclusive communities. The Spastics Society of TamilNadu-2000

Wehmeyer, M.L, Brown, I., Percy, M., Shoegren, K.A., Fung, W.L.A. (2007). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes.

Wyse, D., Hayward.L., Pandya, J., (2015): Hand book of Curriculum, Pedagogy and Assessment. London: Sage Publication

Suggested Web Readings

<https://www.who.int/reproductivehealth/publications/general/9789241598682/en/>

<https://www.advocatesforyouth.org/resources/fact-sheets/sexual-health-education-for-young-people-with-disabilities/>

<https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualized-curriculum-and-instructional-design-curriculum-and-instruction-for-students-with-developmental-disabilities-autism-spectrum-disorders.>

COURSE - VI
TEACHING APPROACHES AND STRATEGIES

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On the completion of this course, the student teacher will be able to:

- Explain the principles of teaching
- Explain the various teaching strategies for teaching children Multiple Disabilities.
- Describe the steps involved in developing and implementing IEP.
- Select appropriate teaching strategies and teaching learning material (TLM) including multi-media to transact the curriculum content after identifying the learner needs.
- Demonstrate competencies in using the suitable teaching techniques for different educational settings including blending teaching (online/face-to-face) for students with CP, Db and MD.

Course Content

Unit 1: Teaching principles and techniques

- 1.1. Stages of learning – Acquisition, maintenance, fluency and generalization
- 1.2. Principles of teaching – concrete, iconic/representational, symbolic, simple to complex, whole to part, known to unknown.
- 1.3 Teaching methods – e.g., multisensory, play way, Montessori, Project, Teaching strategies – Principles of reinforcement, task analysis/task slicing, prompting, fading, shaping chaining, modeling, cueing, Reinforcement, Behavioral contracts, Token Economy.
- 1.4. Selection and use of TLM (UDL principles), Assistive technology/devices, and Information and communication technology (ICT) for teaching classroom management, .
- 1.5. Evaluation – continuous and comprehensive evaluation, progress monitoring and documentation.

Unit 2: Individualized Educational Programme and teaching strategies

- 2.1. Concept, components of Individualised Educational Programme (IEP) and Individualised Family Support Programme (IFSP)
- 2.2. Developing IEP for home based teaching programme, special school setting and inclusive school setting. Teaching strategies for group teaching in special schools, individual, small group and large group instruction
- 2.3. Classroom management - team teaching, shadow teaching, peer tutoring and cooperative learning, use of positive behavioural intervention strategies (PBIS).
- 2.4. Teaching strategies for individuals with high support needs.
- 2.5. Teaching strategies for teaching in inclusive schools - Universal Design for Learning and Differentiated Instruction.

Unit 3: Teaching strategies for students with Cerebral Palsy

- 3.1. Strategies and Approaches (e.g., Joint Attention, Symbolic Play, Engagement & Regulation (JASPER), Learning Experiences and Alternate Program for Preschoolers and their Parents (LEAP), Early Start Denver Model (ESDM).
- 3.2. Promote participation/access across classroom and beyond- Physical considerations- space, seating and positioning, storage of student devices such as wheelchair/AAC equipment, duration, adapted equipment, manipulative/s and personalized. Strategies related to schedules and duration based student's levels of arousal.
- 3.3. Adapt or Modify lessons teaching learning materials, and evaluations for teaching Literacy, Numeracy and Functional Academics including using multi-media wherever appropriate,
- 3.4. Adapt or Modify performance and proficiency standards in subject learning through accommodations and exemptions, promote social skills, (e.g., Art educational activities, social stories, Comic strips, Peer-Mediated Programmes).
- 3.5. Strategies and Approaches (e.g., Conductive Education, Motor Learning Practices beyond therapy, Response to Intervention.

Unit 4: Teaching strategies for students with Db

- 4.1. Creating a Positive Learning Environment for effective teaching and successful learning-Offering choices, Involving the child in the entire process of the activity , Hand over hand and hand under hand techniques, real life learning, Individual and Group teaching, Turn Taking

- 4.2. Multi-sensory approach – Using multi-sensory approach in a variety of activities of daily living and classroom participation
- 4.3. Use of different types of calendars for conversation, Anticipation and importance of routines, Meaningful and motivating schedule
- 4.4 Encouraging literacy through: Early reading for children (e.g., calendars, meanings of objects), Exposure to print and/or Braille/ Sign language/ symbols and total communication for children, Different approaches for teaching reading (e.g., whole language, phonetics)
- 4.5 i) Considerations promoting Learning-Physical Environment (eg. Auditory, Visual, Tactual)
ii) Techniques for teaching Orientation and Mobility skills.

Unit 5: Teaching Strategies for students with MD.

- 5.1 Strategies of teaching pre academic, Academic and functional academic skills: reading, writing and arithmetic
- 5.2 Developing Strategies for Teaching-Learning: Individualized and group learning, TLM, Assistive technology
- 5.3 Strategies of teaching through Structured teaching method, AAC and PBI at various environment.
- 5.4 Strategies for Developing social, recreational and leisure skills, sports, yoga, and very special art.
- 5.5 Strategies of Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques

Suggested Readings:

- Bhandari R. & Narayan. J. (ed) 2009 Creating Learning Opportunities-A step by step guide to teaching students with Vision Impairment and additional disabilities, including Deafblindness
- Callier-Azusa Scale (H),(1985) Scales for the Assessment of Communicative Abilities. by Robert Stillman and Christy Battle. Published University of Texas at Dallas.
- David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.

- Kamen, D. S., Davies, et al. (1995). A functional skills assessment of the deafblind. Watertown, MA: Perkins School for the Blind.
- Koenig, Alan J.; Holbrook, M. Cay.(1995) Learning Media assessment of Students With Visual King-Sears, H.E. (1994) Curriculum based Assessment in Special Education. San Diego Singular Publishing Group.
- Learning through doing- A manual for parents and caregivers of children who are visually impaired with additional disabilities, (2002). BPA and NIVH, Dehradun, 2002.
- Longone, (1990). Teaching Retarded Learners Curriculum and Methods for Improving Instruction. Boston: Allyn and Bacon.
- Learning through doing- A manual for parents and caregivers of children who are visually impaired with additional disabilities. (2002). BPA and NIVH, Dehradun, 2002.
- Rowland, C (ed.). (2009).Assessing Communication and Learning in Young Children Who are Deafblind or Who Have Multiple Disabilities. Design to Learn Projects of Oregon Health & Science University.
- Sense International India. (2018). A Comprehensive Handbook on curriculum adaptation for Inclusive Education of Students with Deafblindness and Multi-Sensory Impairments. Ahmedabad: Sense International India.
- Sharon Anderson, Susan Boigon, Kristine Davis, Cheri deWaard. The Oregon Project [kit] (2007): for preschool children who are blind or visually impaired. Oregon Education ServiceDistrict.
- Overton, T.(1992). Assessment in Special Education – An Applied Approach. New York: McMillan International Edition.
- Rosenbaum, & L. P., Rosenbloom. Lewis., (2012). From Diagnosis to Adult Life, Mac Keith Press, United Kingdom.
- Van Dijk, J. (1986). An educational curriculum for deafblind multi-handicapped persons. Perkins Learning.
- Watkins, S. (Ed.). (1989). INSITE model: A model of home intervention for infants, toddlers and preschool aged multihandicapped sensory impaired children. (Vols. 1 & 2). Logan: Utah State University.

Assessment tools

- . Goal Attainment Scale (GAS)
- . Short Sensory Profile (SSP)
- . J. Krishnaswamy. (1992). The UPANAYAN early intervention programme. Madras:

MNC.

- . Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Madras: Vijay Human services.
- . Manual Abilities Classification System (MACS).
- . Quality of Upper Extremity Skills Test (QUEST)
- . Communication Function Classification System (CFCS).
- . Eating and Drinking Ability Classification System (EDACS)
- . Supports Intensity Scale - Children's Version™ (SIS-C)™ (2016)

PRACTICAL

COURSE–I(b).

GROUP/PAIRED TEACHING (CURRICULAR AND CO-CURRICULAR) IN SPECIAL SCHOOLS- (CP, DB AND MD)

Total Marks: 150

Total Hours: 150

Learning Outcomes:

On the completion of this practical, the student teacher will be able to:

- Assess the current level of functioning of each student in the given curricular domains
- Plan lessons for the group, on a specific topic, keeping in mind the level of functioning of each student in curricular and co-curricular areas, (blending co-curricular areas where possible, into teaching a concept).
- Organise suitably the group activity that all students can perform, and modify for those who need a modification.
- Organise suitable TLM and/or ICT support for the lesson.
- Teach the lesson and evaluate the achievement among the students.

Task of the student trainee:

- The student trainee will work with groups of students with CP, Db and MD executing at least 8 (5 curricular & 3 co-curricular) lessons with each group, that is, a minimum of 24 lessons.
- The trainee will work on curricular and co-curricular areas with different class groups of students so as to have experience with all severity levels and types. It is desirable to have exposure to students with the associated conditions and/or additional disabilities which would give an opportunity to the student trainee to work with an arrangement of challenges in the students.
- The trainee can select co-curricular areas to blend into teaching concepts leading towards holistic learning.
- The lesson plans should be written in the prescribed format given by the training institute and the written lessons corrected and approved by the course supervisor before carrying out the lesson.
- After the class, self-evaluation, peer evaluation and the teacher's evaluation are to be carried out.

- **The student trainee should submit all the corrected lesson plans, evaluations and the TLM used and details of web access/ICT on completion of the practical.**

The trainee may consult the special teacher (in that special school) of the group of students for which a lesson is to be planned.

Each lesson plan is to be submitted before implementation for approval. The trainee shall be allowed to conduct the instructions only after approval by the master trainer.

Note: The student trainee must be first trained in each of the co curricular areas by an expert in yoga, physical education, music, dance, and art and crafts. Besides classrooms practice teaching, each trainee has to observe the teaching of the special educator for 10 lessons and submit a report of observations.

Suggested Readings:

- Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin: Portage project.
- Department of Special Education (1994). Functional assessment checklist for Programming: (guidelines for using the checklist). Secunderabad: NIMH.
- Peshawaria, R & Venkatesan, S (1992). Behavioural assessment scales for Indian children with mental retardation. Secunderabad: NIMH
- Turnball, A.P. Strickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing an individualized education programme. London: Merrill
- Jeyachandran, P. Yoga for the Mentally Retarded, Vijay Human Service Centre, Chennai. Cooley, E. (1987).
- Communication At Home and In the Community: Helpful Strategies & Suggestions From Parents & Families With a Child Who is Deaf-Blind - The National Family Association for Deaf-Blind (NFADB) ; The National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC), 2000.

PRACTICAL

COURSE - II

GROUP / PAIRED TEACHING - RESOURCE ROOM SETTING - CP, DB AND MD

Total Hours: 150

Total Marks: 150

Learning Outcomes:

On the completion of this practical, the student teachers will be able to:

- Organise resource rooms for students with CP, Db and MD.
- Equip the resource room with the required assessment, teaching and learning material and technological support and create necessary support systems as required.
- Coordinate with the class teacher in terms of the difficulty of the student in learning and design appropriate programme for the same for a group of students with learning needs of CP, Db and MD.
- Execute the learning programmes and maintain documents related to the learning programmes.
- Work continuously with the regular teacher

Task of the Student trainee:

- The student trainee will work with the students with CP, Db and MD in resource room setting--Each group will have a minimum of 3 students with a group of disability, (CP, Db and MD). A total of 24 lessons are to be taught – 8 from each disability with a minimum of 8 lessons on each.
- The lessons must be corrected and approved by the supervisor
- The student trainee is responsible for collecting background details from the regular class teacher, learning profile and the learning problem the student is facing
- The student trainee should conduct the educational assessment, identify the areas to be supported and plan lessons in line with the needs expressed by the class teacher.
- Teach the lessons and share the details with that class teacher.

- The student trainee will develop worksheets and other TLMs suitably, use technology and also equip the resource room with additional material
- Evaluate and reflect on the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the programme
- **On completion of the teaching lessons, the trainee will submit the record of the work done with each group in detail along with the TLM**

Suggested Readings:

- Aggarwal, J.C. (1992). Development and planning of Modern Education. New Delhi
- Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT Anmol Publication Pvt. Ltd.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
- Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- Kochhar, S.K. (2001). Teaching of Social Studies. New Delhi: Sterling Publications.
- Kohli, V.K. (2006). How to Teach Science. Ambala: VivekPub.
- Kumar, Sudhir and Ratan, P.N. (2003). Teaching of Mathematics. New Delhi:
- Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya BookDepot
- Rose, R. Confronting obstacles to inclusion: International responses to developing inclusive education. London, UK:Routledge.
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.
- Hand In Hand: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind: Volume I - Huebner, Kathleen Mary (Ed.); Prickett, Jeanne Glidden (Ed.); Welch, Therese Rafalowski (Ed.); Joffe, Elga (Ed.) — AFB Press: 1995, xlv,687.
- Huebner, Kathleen Mary, and et.al. (1995). *Hand in hand: essentials of communication and orientation and mobility for your students who are deafblind: volumes I and II*. New York: AFB Press.
- Klein, M. Diane, Deborah Chen, and Michelle Haney. (2000). *Promoting learning through active*

interaction: a guide to early communication with young children who have multiple disabilities. Paul Brookes, Baltimore.

Suggested websites:

- English Language skills –www.bchmsg.yolasite.com.skills
- Micro Lesson -www.edusys.co.blog.microlesson
- Teaching of Mathematics and Science in English –www.researchgate.net.science
- Teaching of Mathematics NCERT – ncert.nic.in.mathpdf
- Top 10 Language Learning games – Dr. Moku –dmoku.com

PRACTICAL

COURSE– III (b)

INCORPORATION OF TECHNOLOGY AND TLM IN DIFFERENT SETTINGS

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On the completion of this practical, the student teachers will be able to:

- Select technological support – both hardware and software to suit the needs of the learners
- Develop lessons using technology that can be used for group teaching
- Select suitable no tech, low tech and high tech TLM for the lessons that s/he plans to teach the student in Group teaching settings and resource room settings

Tasks of the student trainee:

- In the group teaching in special and resource teaching setting during this semester, the student trainee should select appropriate technological support based on the learner need and the lessons chosen to be taught.
- The trainee may develop E-content for some of the lessons and use it for teaching the lesson.
- **While submitting the report of the practicals the trainee should submit a separate report of the technology and TLM used during the lessons and submit the TLM/hardware and link to the software.**

Suggested readings:

- Bondy, A., Frost, L. (2012). A Picture's Worth: PECS and Other Visual Communication Strategies in Autism. Bethesda, MD: Woodbine House.
- Boser, K.I., Goodwin, M.S., & Wayland, S.C. (2013). Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning. Brookes Publishing.
- Cormier, C., & Natale, N. (2014). Assistive Technology Guide to Maximize Learning for Children with Autism. Create Space Independent Publishing Platform. UK.
- Boot, F.H. Louw, J.S, Kuo, H.J and Chen, R. (2019): Intellectual disability and Assistive Technology. Frontiers in Public Health.

Giulio E. Lancioni, & Nirbhay, N. Singh (2014): Assistive Technologies for People with Diverse Abilities. Springer.

Green, J (2011). The Ultimate Guide to Assistive Technology in Special Education. New York: Prufrock Press

Lancioni, G.I., Sigafos, J. o'Reilly, M.F., Singh, N.N (2012): Assistive Technology: Intervention for Individuals with Severe/ Profound and Multiple Disabilities. Springer.

Sense International India. (2014). Handbook on Deafblindness. Ahmedabad: Sense International India. • Lancioni, G.E., Sigafos, J., o'Reilly M.F., Singh, N.N. (2012) : Assistive Technology : Intervention for Individuals with Severe/ Profound and Multiple Disabilities. N.Y:Springer.

Green, J (2011). The Ultimate Guide to Assistive Technology in Special Education. New York: Prufrock Press

Suggested web readings:

<http://www.progressivephonics.com/phonics-books/beginner-phonics-books>

<https://www.teacherspayteachers.com>

<https://www.pathstoliteracy.org/>

<https://www.twinkl.com>

<http://www.ladyirwin.edu.in/download/2017/april->

[2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf](http://www.ladyirwin.edu.in/download/2017/april-2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf)

COURSE- VII
EDUCATION IN EMERGING INDIAN SOCIETY AND SCHOOL
ADMINISTRATION

Total Marks: 75

Total Hours: 75

Learning out comes:

On the completion of this Course, the teacher trainees will be able to:

- Define Education, describe functions of Education and aims of Education;
- Describe relationship between Education and Philosophy;
- Appreciate the role of various agencies in educational development of children—both non-disabled and disabled;
- Narrate various education commissions and policies of education;
- Describe the importance of School administration and documentation

Course Content:

Unit 1: Nature of Education:

- 1.1. Meaning and definition of education;
- 1.2. Aims of Education: character building, education as means of livelihood, for social efficiency social aim, cultural development and transmission;
- 1.3. Education in 21st century in India;
- 1.4. Formal, Informal and Non-Formal Education;
- 1.5. Functions of Education—Nation Building, National Integration, Social Integration
Bringing about peace and harmony in the society and inculcating values and ethos;

Unit 2: Philosophical Foundations of Education

- 2.1. Meaning and definition of philosophy, Relationship of philosophy with educational practices;
- 2.2. Different Educational philosophies—Idealism, Naturalism Pragmatism and Humanism—
an overview;

- 2.3. Prominent Educational Philosophers— John Dewey, Kilpatrick, Rousseau, —their principles and aims of education;
- 2.4. Indian Educational Philosophers— Gandhi, Aurobindo, Rabindra Nath Tagore and Vivekanand—their principles and aims of education;
- 2.5. Teacher and the learner: ancient ideals of a teacher, teacher in modern education; roles, functions and traits of a teacher;

Unit 3: Agencies of Education

- 3.1. Different agencies of education: Formal, Informal and Non-formal;
- 3.2. Modes of Education: Regular, Open, Distance & Online, Blended learning;
- 3.3. Regular School, Inclusive School and Special School, Home Education, Home-based Programme, Family Community and Mass Media;
- 3.4. Roles of Governmental Organizations—NCERT, SCERT, NCTE, UGC, Ministry of Education;
- 3.5. Roles of various national and international Non-Governmental Organizations (NGOs) in promoting of educational opportunities for children with disabilities;

Unit 4: Educational Provisions in India

- 4.1. Indian constitutional and education: Directive Principles, Fundamental Rights and Duties, Constitutional Provisions on Education;
- 4.2. Acts and Provisions: Free and compulsory education as fundamental rights (article 21A of 2002) and RTE Act 2009 and Amendments; Educational provisions enshrined in RPWD Act, 2016;
- 4.3. Various Education Commissions since Independence: The University Education Commission (1948-49), the Secondary Education Commission 1952 -53, Kothari Commission report 1964- 66;
- 4.4. National Education Policy 1986, Plan of Action 1992 and National Education Policy 2020;
- 4.5. Equality of opportunity in educational institution and inclusive education at different levels: elementary, secondary and higher education;

Unit 5: School Administration:

- 5.1. Meaning, definition and principles of School Administration and School Organization;
- 5.2. Organization of Special School and Inclusive School;
- 5.3. Code and conduct of teacher, duties and responsibilities of the head of school;

- 5.4. Annual school plan and Preparation of time-table, Continuous and Comprehensive Evaluation (CCE);
- 5.5. Maintenance of Y school-record--progress report, cumulative record, case histories;

Suggested Readings:

- Bhatia K. and Bhatia B.D. (1994). Theory and Principles of Education. Doaba House
- Chandra, S.S. (2003) Indian Education Development, Problems, Issues and Trends, Meerut: R. Lal Book Depot.
- Dash B. N. (1993). Teacher and Education in the Emerging Indian Society, Dominant Publishers and Distributors
- Dash, M & Dash, N. (2017). School Management. New Delhi. Atlantic Publishers and Distributors Pvt Ltd; 1st edition.
- Ghosh, Sunanda & Mohan, Radha (2015). Education in Emerging Indian Society: The Challenges and Issues. New Delhi, PHI Learning Private Limited.
- Kochhar S.K. (2011). School Administration and Management. New Delhi, Sterling Publications Pvt Ltd,
- NCERT. Teacher and Education in Emerging Indian Society
- Pearson series in Education (2012). Teacher in Emerging Indian Society. New Delhi, Pearson Education India.
- R.P. Pathak (2013). Bhartiya Samaj men Shiksha. New Delhi, Pearson Education India.
- Samuel, R. S. (2015). Education in Emerging India. New Delhi, PHI Learning Private Limited.
- Saxena, N.R.S., Gupta, M. (2020). Philosophical Foundations of Education, R. Lall Publishers
- Taneja. V. R (1990). Educational Thoughts and Practices. Sterling Publishers, New Delhi

COURSE - VIII
METHODS OF TEACHING IN ELEMENTARY SCHOOL

Total Hours: 75

Total Marks:75

Learning Outcomes:

On the completion of this course, the student-teachers will be able to:

- Demonstrate competencies teaching different subjects in regular elementary schools
- Explain the role of Science, Mathematics, Social Science and Language in day-to-day life and relevance to modern society.
- Demonstrate understanding the importance of teaching materials and technology in teaching the learning process of different subjects.
- Explain the aims, methods and teaching techniques that can be used to facilitate learning for children with CP, Db and MD in regular schools.
- Explain the various aspects of planning and evaluation in the teaching of subjects and language.

Course Content

Unit 1: Methods of teaching

- 1.1. Teaching learning environment – the transaction of content from teacher to the learner – the role of teacher.
- 1.2. The concept of Micro teaching and Macro teaching and its relevance to regular school teaching learning environment
- 1.3. Approach and methods of teaching - context, differences and importance
- 1.4. Teaching in regular elementary schools - Establishing a positive classroom climate to enable teaching and learning, use of TLM and technology, importance of Activity based learning (ABL) and Continuous and Comprehensive evaluation (CCE).
- 1.5. Different teaching methodology of subject areas in inclusive schools – teaching in regular schools where children with CP, Db and MD are included. Use of UDL to teach in regular elementary class.

Unit 2: Teaching Social and Environmental Science

- 2.1. Aims, objectives and importance of teaching Social and environmental Science.
- 2.2. Curricular transaction of Social and environmental Science at elementary level.

- 2.3. Different Approaches and techniques of teaching Social and environmental Science.
- 2.4. Application of technology in teaching in regular elementary school curriculum.
- 2.5. Adaptations in Social and environmental Science for children with CP, Db and MD.

Unit 3: Teaching Mathematics

- 3.1. Role and Importance of teaching Mathematics, in day-to-day living.
- 3.2. Different approaches and techniques of teaching Mathematics.
- 3.3. Teaching math skills in elementary schools ranging from basic pre math and number concepts and computation and applications at elementary school level using various techniques.
- 3.4. Application of technology in teaching math in regular elementary schools.
- 3.5. Application of math concepts at elementary level for students with CP, Db and MD.

Unit 4: Teaching English

- 4.1. Need and importance of including the teaching learning of English in school curriculum.
- 4.2. Teaching English in the elementary classes based on the prescribed curriculum.
- 4.3. Approaches and techniques of teaching English, use of appropriate TLM.
- 4.4. Use of technology in teaching English at elementary level.
- 4.5. Teaching English in inclusive class – adaptations for children with CP, Db and MD.

Unit 5: Teaching of Regional Language

- 5.1. Role and importance of teaching regional language in daily life.
- 5.2. Approaches and techniques of teaching regional Language based on the prescribed curriculum of elementary classes.
- 5.3. Study skills and reference skills.
- 5.4. Language games in teaching language especially with vocabulary and grammar, appropriate use of TLM and technology.
- 5.5. Facilitating learning regional Language for children with CP, Db and MD.

Suggested Readings:

Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi

Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT Anmol

Publication Pvt. Ltd.

Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.

Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.

Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.

Kochhar, S.K. (2001). Teaching of Social Studies. New Delhi: Sterling Publications.

Kohli, V.K. (2006). How to Teach Science. Ambala: VivekPub.

Kumar, Sudhir and Ratan, P.N. (2003). Teaching of Mathematics. New Delhi:

Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya BookDepot

Rose, R. Confronting obstacles to inclusion: International responses to developing inclusive education. London, UK:Routledge.

Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

Sense International India. (2018). A Comprehensive Handbook on curriculum adaptation for Inclusive Education of Students with Deafblindness and Multi-Sensory Impairments. Ahmedabad: Sense International India

Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: ShipraPublication.

Suggested websites:

- . English Language skills –www.bchmsg.yolasite.com/skills
- . Micro Lesson -www.edusys.co.blog/microlesson
- . Teaching of Mathematics and Science in English –www.researchgate.net/science
- . Teaching of Mathematics NCERT – ncert.nic.in/mathpdf
- . Top 10 Language Learning games – Dr. Moku –dmoku.com

COURSE – IX

THERAPEUTICS

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On the completion of this course, the student teacher will be able to:

- Demonstrate basic understanding of the therapies required for students with CP, Db and MD.
- Demonstrate competencies in working in coordination with the therapists.
- Design and incorporate therapeutic activities wherever appropriate in classroom activities.
- Incorporate recreational therapy in classroom activity and co-curricular activity.
- Coordinate with clinical therapists (PT, OT, ST and Psychologist) in implementing therapeutic activity.

Course content

Unit 1: Concept and understanding of clinical therapies

- 1.1. Definition, need and importance of therapies for children with multiple disabilities
- 1.2. Behavioural therapy- management of problem behaviours, cognitive behavioural therapy, (CBT), Positive behavioural intervention supports (PBIS).
- 1.3. Occupational therapy – definition, aim, scope and techniques in classroom setting.
- 1.4. Physiotherapy - definition, aim, scope and techniques in classroom setting.
- 1.5. Speech therapy - definition, aim, scope and techniques in classroom setting.

Unit 2: Concept and understanding of recreational therapies

- 2.1. Need and importance of recreational therapies for children with multiple disabilities.
- 2.2. Types of recreational therapies, their importance from the teacher's perspective
- 2.3. Aroma therapy, Massage therapy, Yoga therapy – Aim, Scope and Role in education of children with multiple Disabilities.
- 2.4. Play therapy - Aim, Scope and Importance for children with multiple disabilities, Adapted Physical education, Special Olympics- Indian and International settings.

- 2.5. Music and performing arts – Aim, Scope and Importance for children with Multiple disabilities.

Unit 3: Therapies for students with Cerebral Palsy

- 3.1. Oro-motor feeding and drooling management therapy, Development of Speech, language and communication: Implications across the spectrum of CP.
- 3.2. Alternative & Augmentative Communication (AAC) systems- No tech/Low tech, Mid tech, and High tech.
- 3.3. Sensory processing disorder and management through functional therapy across home programs, fitness therapy & context focused therapy for children with CP.
- 3.4. Evidence Based Therapies for Cerebral Palsy (Bobath, Neuro Developmental Therapy, Strength Training/Functional Physical therapy, Movement Opportunities via Education (MOVE).
- 3.5. Overview of Adjunct Therapy: Hydrotherapy, Hippotherapy, Animal Assisted therapy, Suit therapy, andVojta.

Unit 4: Therapies for students with Db

- 4.1 Introduction to Sensory Integration, Sensory Integration Disorders - Sensory Motor Based Disorders, Sensory Modulation disorders and Sensory Integration disorders.
- 4.2 Implications of Sensory Integrative (SI) Disorders- over/ under responsive to sensory inputs as well as easily fatigued or in constant movement, general classroom activities for children with tactile, vestibular and proprioceptive dysfunction.
- 4.3 Key principles of Sensory Integration Therapy and its management, specific objectives of SI Therapy, behaviors indicating possible sensory integration dysfunction.
- 4.4 Communication- Development of receptive and expressive communication, Braille, Sign language, Tadoma, and Speech.
- 4.5 Understanding Audiological assessment, types of audiometry,types of hearing aids and devices, its use for listening, care and maintenance.

Unit 5: Therapies for students with Multiple Disabilities.

- 5.1 Occupational therapy - basic understanding of functional management- Hand function- sensory integration therapy, Activities of Daily Living (ADL), application of OT in classroom, home, and community.
- 5.2 Physiotherapy – basic understanding of physical and motor management techniques. Basic postural management, prevention of contracture and deformities; management of

specific conditions - Spina Bifida, Muscular Dystrophy and Poliomyelitis. Assistive devices.

- 5.3 Speech and Language therapy- Speech problems and its management, language assessment and its intervention to enhance communication, and communication aids.
- 5.4 Behavioral Therapy: Management of Problem Behaviours, PBIS; implementation of Behavioural Management goals within classroom.
- 5.5 Alternate Therapeutic programme (Fine Arts and any other therapy)

Suggested Readings:

- Ayres. J-Sensory Integration and the Child, 1979. Los Angeles, CA. Western Psychological Services.
- Bly, L. -Components of Normal Movements during the First Year of Life and Abnormal Motor Development, 1983. Therapy Skill Builders.
- Berkell, D.E.1 & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
- Bienkowska,I., (2019). Sensory Integration: Development disorder and Treatment
- Carroll, J.M (2020). Art Therapy and Individuals with Developmental Disabilities, London: Jessica Kingsley Publishers
- Connolly, B. Montgomery, P (2005) Therapeutic Exercise in Developmental Disabilities. New Jersey: Slack Inc.
- Crenshaw, D.A, Stewart, A.L. (2014). Play therapy_ A comprehensive Guide to theory and Practice, New York: The Guilford Press
- Case-Smith J,-Development of Hand Skills in the Child, 1992. AOTA, Inc., Rockville.
- Coupe, J & Goldbart, J (Eds) (1988) Communication before speech: Normal development and impaired communication, London: Croom Helm Publication.
- Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
- Goetz. L., Guess, D., and Campbell K. S., (1987) innovative programme design for individuals with dual sensory impairments. London: Paul H. Brookes.
- Jac Kranowitz, C. S. & Newman J. (2010). Growing an In-Sync Child: Simple, Fun Activities to Help Every Child Develop, Learn and Grow. Penguin, USA.
- Muralidharan R (1990). Early Stimulation Activities for Young Children. New Delhi: NCERT.

- Reich, P. A., (1986) Language Development, New Jersey: Prentice Hall.
- Schumway, Cook & Woollacott. (1995). Motor Control Theory and Practical Applications, Williams and Wilkins, Baltimore.
- Van Riper, C & Emerick' L. (1994) Speech correction, an introduction to speech pathology and audiology, New Jersey: Prentice Hall.
- Kohli, T. (1987). Portage basic training course for early stimulation of pre-school children in India. Delhi: UNICEF.
- Grocke, D & Wigram, T., (2006). Receptive Methods in Music Therapy - Techniques and Clinical Applications for Music Therapy Clinicians, Educators and Students. Jessica Kingsley Publishers.
- Schaefer, C.E. Cangelosi, D.M. (2002). Play Therapy Techniques.
- Bush J. (1997). The Handbook of School Art Therapy: Introducing Art Therapy into a School System. Charles C Thomas Pub Ltd.
- Ganim, B. (1999) Art and Healing: Using expressive art to heal your body, mind, and spirit. New York: Three Rivers Press.

Suggested Websites:

- <https://www.asha.org/public/speech/disorders/aac/>
- <https://www.communicationmatters.org.uk/>
- <https://resources.specialolympics.org/health/funfitness>

PRACTICAL

COURSE – I (c)

TEACHING IN REGULAR/INCLUSIVE/SPECIAL SCHOOL -ALL SUBJECTS

Total Marks: 150

Total Hours: 150

Learning Outcomes:

On the completion of this practical, the student teacher will be able to:

- Prepare lessons to teach in regular primary schools for the primary classes in all subjects
- Teach all students in the class
- Adapt lessons to meet the needs of the student with diverse learning needs in the class – CP, Db and MD.
- Use suitable teaching learning material including technological support

Task of the student teacher:

- The teacher trainee will plan and conduct lessons in regular elementary class/ inclusive schools in all subjects
- The teacher trainee must teach at least 8 lessons in each subject namely, English, math, language and environmental sciences in different classes (8 lessons X 4 subjects =32 lessons).
- In addition, the student trainee must organise 10 lessons in at least three co-curricular activities.
- Should use the appropriate TLM and technological supports
- Every lesson must be implemented only after the written approval of the supervisor/designated authority.
- On completion of teaching, a report on the teaching experience, the strength in his/her teaching and the lessons learnt for better performance must be prepared and submitted along with the lesson plan log and the TLM used and technology links

Suggested Readings:

Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.

Julka, A, (2014). Including children with special needs, Primary stage, New Delhi: NCERT
<https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>

Sense International India. (2018). A Comprehensive Handbook on curriculum adaptation for Inclusive Education of Students with Deafblindness and Multi-Sensory Impairments. Ahmedabad: Sense International India

Sharma,P and Singh, R. (2007) Gearing up for inclusive Education, New Delhi:

SCERT.<http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>

Kohli, V.K. (2006). How to Teach Science. Ambala: VivekPub.2006.

PRACTICAL

COURSE– II (c)

THERAPEUTICS AND BEHAVIOURAL SUPPORT

Total Marks: 150

Total Hours: 150

Learning Outcomes:

On the completion of this practical, the student teachers will be able to:

- Assess the student for the supports required in terms of therapies and behavioural aspects and refer to support.
- Work along with the therapists and psychologist to develop classroom activities that would facilitate the PBIS.
- Will plan for music and art therapies, yoga and other relevant therapies with the support of the respective expert.
- Implement the planned activities in classroom and school activities.

Tasks of the student trainee:

- The trainee should assess at least 4 students each for physiotherapy, occupational therapy and speech therapy and behavioural support
- Incorporate art, music and yoga therapy in the teaching contexts
- Develop the activity plans and implement them in individual and group situations with students with CP, Db and MD. .
- The trainee shall develop the report of the programme carried out and submit report with a self-evaluation

Suggested readings:

Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.

Connolly, B. Montgomery,P (2005)Therapeutic Exercise in Developmental Disabilities. New Jersey: Slack Inc.

Cowen. S. V., (2011). Therapeutic Massage and Bodywork for Autism Spectrum Disorders: A guide for Parents and Caregivers. Singing Dragon Publishers, United Kingdom.

- Jackman H. (1999): Sing Me a Story. California: Crown Press ,Inc.
- Jayachandran, P (1988). Teaching Yogasanas to mentally retarded persons, Madras: Vijay Humanservices
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally retarded children. A Manual for teachers. Secunderabad: National Institute for the MentallyHandicapped
- Rickson, D.J, Mc Ferron, J (2007). Music Therapy in Special Education.
<https://files.eric.ed.gov/fulltext/EJ914615.pdf>
- Subba Rao, T.A. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons , NIMH,Secunderabad.
- Shesborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
- NCERT (2012). Teaching English at Primary level.
https://ncert.nic.in/del/pdf/English_Primary_level.pdf
- Sarva Shiksha Abhiyan (2013). Module on Training of Resource Teachers for Autism Spectrum Disorders.
 SSA.<http://14.139.60.153/bitstream/123456789/1585/1/Training%20Module%20on%20Autism%20Spectrum%20Disorders.pdf>
<https://tisserandinstitute.org/the-case-for-an-evidence-based-aromatherapy-practice/>
<https://www.massagetherapy.com/articles/special-needs-children>
<https://iris.peabody.vanderbilt.edu/>

PRACTICAL

COURSE– III (c)

DEVELOPMENT OF TEACHING LEARNING MATERIALS USING ICT

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On the completion of this practical, the student teacher will be able to:

- Differentiate educational technology and technology in education.
- Define ICT and its use with an example.
- Demonstrate competency in basic operation of computer application.
- Use the technology to develop worksheets and other teaching supports.

Task of the student trainee:

- The trainee will choose areas (three different subjects of the primary school curriculum) and develop content for teaching students in inclusive class groups having students with CP, Db and MD for whom it is prepared.
- Using UDL principles the trainee will develop one lesson each based on e learning principles.
- Teach the selected inclusive class group using the UDL principles.

Submit report of the teaching and evaluation

Suggested readings:

Boser, K.I., Goodwin, M.S., & Wayland, S.C. (2013). Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning. Brookes Publishing.

Cormier, C., & Natale, N. (2014). Assistive Technology Guide to Maximize Learning for Children with Autism. Create Space Independent Publishing Platform. UK.

Lancioni, G.E & Singh, N.N., (2014): Assistive Technologies for People with Diverse Abilities. N.Y: Springer.

Lancioni, G.E., Sigafos, J., O'Reilly M.F., Singh, N.N. (2012) : Assistive Technology : Intervention for Individuals with Severe/ Profound and Multiple Disabilities. N.Y: Springer.

Green, J (2011). The Ultimate Guide to Assistive Technology in Special Education. New York:
Prufrock Press

Suggested web readings:

<https://www.twinkl.com>

[http://www.ladvirwin.edu.in/download/2017/april-](http://www.ladvirwin.edu.in/download/2017/april-2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf)

[2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf](http://www.ladvirwin.edu.in/download/2017/april-2017/Inclusive%20school%20module%20for%20%20resource%20material.pdf)

<https://www.aicte-india.org/sites/default/files/AT/ICT%20UNESCO.pdf>

COURSE – X
INCLUSIVE EDUCATION

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On the completion of this course, the student-teachers will be able to:

- Describe importance of diversity;
- Explain the concept of inclusive education;
- Describe various supports needed for inclusive education;
- Explain the curricular strategies for inclusive education;
- Enumerate the curricular strategies for inclusive education;
- Explain the role of agencies for collaborating for inclusion;

Course Content:

Unit 1: Diversity and Inclusivity

- 1.1. Meaning and concept of diversity;
- 1.2. Learner diversity;
- 1.1. Disability as a human diversity;
- 1.2. Diversity for sustainability;
- 1.5. Strength of diversity for inclusivity;

Unit 2: Concept and Meaning of Inclusive Education

- 2.1. Meaning and defining inclusion;
- 2.2. Principles of inclusion;
- 2.3. Integration vs. Inclusive education;
- 2.4. Barriers and facilitators of inclusive education;
- 2.5. Framework, Acts, Policy provisions for inclusive education;

Unit 3: Creating supports for inclusive education

- 3.1. Early identification and intervention for inclusion;
- 3.2. Foundational literacy for inclusive education;

- 3.3. Empowering families for inclusion;
- 3.4. Sensitizing stakeholders and schools for inclusive education;
- 3.5. Teacher preparation for inclusive education;

Unit 4: Curricular strategies for inclusive education

- 4.1. Curricular challenges for students with disabilities;
- 4.2. Need for curricular adaptations;
- 4.3. Inclusive practices; Adaptations, accommodations and modifications;
- 4.4. Types of curricular adaptations;
- 4.5. Differentiated instructions and Universal design of learning;

Unit 5: Collaborations for inclusive education

- 5.1. Special schools and inclusive schools;
- 5.2. Special educators and general teachers;
- 5.3. Social welfare Dept and Dept of education;
- 5.4. Special and general teacher education programmes;
- 5.5. Voluntary organizations and Govt. agencies;

Suggested Readings:

Alur, M., Timmons, V., (2012). Inclusive Education Across Cultures, (3rd. ed.), New Delhi, Saga Publication India Pvt Ltd.

Alur, M., & Bach, M. (2012). The Journey for Inclusive Education in the Indian Sub-Continent, New York: Routledge (Taylor Francis). <https://www.routledge.com/The-Journey-for-Inclusive-Education-in-the-Indian-Sub-Continent/Alur-Bach/p/book/9780415654500>

Banerjee, R. & Mehendale, A. (2006) Understanding Inclusive Practice and Community Initiatives to Make Education Accessible to All, SSA Karnataka

Bela, K., (2017)., Creating Inclusive Education: समावेशी शिक्षा, (2nd ed.), Agra, Shri Vinod Pustak Mandir.

Dash, N., (2012)., Inclusive Education for Children with Special Need, (1st ed.), New Delhi, Atlantic Publishers.

Julka, A, (2014). Including children with special needs, Primary stage, New Delhi: NCERT <https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>

- Panigrahi, S.C., Biswal, A., (2012). Teaching Education, (1st ed.). New Delhi, APH Publication Corporation.
- Puri, M. & Abraham, G. (2004) Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publication
<https://us.sagepub.com/en-us/nam/handbook-of-inclusive-education-for-educators-administrators-and-planners/book227266>
- Sharma, P and Singh, R. (2007) Gearing up for inclusive Education, New Delhi: SCERT.
<http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>
- Singh, A.J., Vrik, K.A., (2014)., Inclusive Education, (1st ed.), Patiala, Twenty First Century Publication.
- Tilstone, C and Rose, R. (2003) Strategies to promote Inclusive Practice, London: Routledge (Taylor&Francis). <https://www.routledge.com/Strategies-to-Promote-Inclusive-Practice/Rose-Tilstone/p/book/9780415254854>
- Beyond Tokenism - A Guidebook for Teacher's on How to Implement Inclusive Education in the Regular Class.* (2002). New Delhi: The National Trust & UNDP
- Vlachou, D. A. (1997) Struggles for Inclusive Education: An Ethnographic Study Disability, human rights, and society, Open University Press
- Vrik. J., Arora, A., Sood, R.S., (2010)., Fundamentals of Inclusive Education, (1st ed.), Patiala, Twenty First Century Publication.

COURSE –XI
FAMILY AND COMMUNITY

Total Hours: 75

Total Marks: 75

Learning outcomes

On the completion of this course the student teacher will be able to:

- Explain the basic nature and role of family in development of a child
- Describe the ways and means of involving and empowering families of children with disabilities.
- Explain the role of family in education of children with disabilities
- Discuss the role of community in disability rehabilitation
- Enumerate the community role in education of children with disabilities.

Course Content

Unit 1: Understanding Family

- 1.1 Family; meaning, definition and characteristics - Families in the Indian context
- 1.2 Structure, types of families and its impact on children's development.
- 1.3 Family culture and practices & its influence on children's mental and physical well-being.
- 1.4 Parenting and its types and its impact on children's education.
- 1.5 Challenges of parents of 21st century modern day learners.

Unit 2: Family and Disability

- 2.1 Stages of reaction and impact and coping of having a child with disability.
- 2.2 Involving parents in diagnosis, fitment of aids and acceptance of disability by family.
- 2.3 Importance of family involvement and advocacy in interventional practices.
- 2.4 Concept, components and strategies of family empowerment.
- 2.5 Partnering for interventional practices.

Unit 3: Role of Family in Early Childhood Care and Education (ECCE)

- 3.1 Parents as first teachers and family as first school.
- 3.2 Role of family in developing and executing IFSP and IEPs
- 3.3 Family's role in developing foundational literacy in young children.
- 3.4 Supporting learning at home, school and in after school activities.
- 3.5 Role of family in facilitating inclusive education

Unit 4: Community for Disability Rehabilitation

- 4.1 Concept and types of communities
- 4.2 Role of community in prevention early identification, and intervention of disability
- 4.3 Community based inclusive development – need, importance and strategies
- 4.4 Creating enabling environments- mobilising local community resources towards the rehabilitation of persons with disabilities.
- 4.5 Issues and challenges in rehabilitation of child with disability in the community

Unit 5 : Role of community in education of children with disabilities.

- 5.1 Community awareness about disabilities - early identification, intervention and education.
- 5.2 Community support for home based education and in times of disasters.
- 5.3 Collaboration with Aganwadis and other Governmental agencies for education of children with disabilities.
- 5.4 Community as a stakeholder in special and inclusive education.
- 5.5 Safeguarding children with disabilities and their families in the communities.

Suggested Readings

- Chen, D. and Haney, M. (1999) Promoting learning through Active interaction. Project PLAI, Final report. ERIC Document Reproduction Service No. ED 432118.
- Hanson, M. J., & Lynch, E.W. (2004). *Understanding Families: Approaches to diversity, disability, and risk*. Baltimore, MD: Paul H. Brookes.
- Harris. K.R., & Graham,S. (2010).*Working with families of young children with special needs*. New York, Guilford publications
- Hurlock E. B. (1981), Child Development, Newyork: Mc Graw- Hill
- Hyun,E (1998) Making Sense of Developmentally and Culturally Appropriate Practice in Early Childhood education. New York: Peter Lang.
- Kaul, V (1993) Early Childhood Education Programme, New Delhi: NCERT
- Millington, M. and Marini,I.(2015) Families in Rehabilitation Counselling: A community based rehabilitation approach. Singapore: Springers Publishing Company.
- Muralidharan R (1990). Early Stimulation Activities for Young Children, New Delhi: NCERT
- Nagar, S. B., (2016). Essentials of Community Based Rehabilitation. New Delhi: Jaypee brothers.

- Peshawaria.R, Menon, D.K , Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995):*Family needs schedule*, Secunderabad: NIEPID.
- Pruthvish, S. (2006). Community Based Rehabilitation. New Delhi: Jaypee Brothers.
- Sharma, P (1995). Basics on Development and Growth of a child. New Delhi: Reliance Publishing House.
- Webster, E. J. V (1993) Working with parents of young children with disabilities, California: Singular Publishing Group
- WHO (2010). Community Based Rehabilitation: CBR guidelines,
- WHO (2015) Capturing the difference we make. CBR indicator manual.
https://apps.who.int/iris/bitstream/handle/10665/199524/9789241509855_eng.pdf?sequence=1

COURSE- XII

MANAGEMENT OF CHILDREN/GROUPS WITH HIGH SUPPORT NEEDS

Total Marks: 75

Total Hours: 75

Learning Outcomes:

On the completion of this course, the student teacher will be able to:

- Define high support needs.
- Explain the assessment procedures for individuals with high support needs
- Describe various methods, techniques and approaches for planning and management of individuals with high support needs
- Demonstrate understanding of working with individuals in need of high support in home and school/organisations
- Select and use appropriate technology and assistive devices in extending support

Course Content

Unit 1: Understanding groups with high support needs

- 1.1. Definition, description and understanding of high support needs, severe/profound disabilities & its implications
- 1.2. Working with individuals with high support needs – strength, issues and challenges
- 1.3. Concept of assistance and support at various stages for persons with high support needs– childhood and adolescence.
- 1.4. Levels of support (AAIDD) – limited, intermittent, extensive, pervasive
- 1.5. Service avenues for children with groups with high support needs

Unit 2: Assessment of High Support Needs

- 2.1. Formal and informal assessments – medical, therapeutic, psychological assessments.
- 2.2. Assessment of family resources and family support system.
- 2.3. Assessment of current level of functioning – personal care, communication. sensory issues, social skills, mobility and recreation.
- 2.4. Assessment of need for plus curriculum and assistive devices.
- 2.5. Interpreting assessment results to plan the support programme.

Unit 3: Management of Individuals with High Support Needs

- 3.1. Steps involved in planning assessment, coordination of multidisciplinary team members in management of high support needs across age-groups & settings
- 3.2. Management strategies for High support needs promoting participation through activities :Teaching Techniques and approaches, Sensory motor Stimulation & Sensory Integration, Total Communication, Behaviour Management, Orientation & Mobility
- 3.3. Working with family including self-care for Caregivers.
- 3.4. Optimal utilization of Government support.
- 3.5. Documentation, progress monitoring and evaluation.

Unit 4: Competencies of the Caregiver

- 4.1. Knowledge, insight about the condition, acceptance, ability to identify types and kinds of support needed to enable supported decision making, skills/ability to seek/search, advocate for access to benefits, schemes and ability to network/advocate through and with parent groups..
- 4.2. Intervention Development - programme planning for individuals with high support needs.
- 4.3. Addressing common medical issues (back-care) and health related issues promoting physical and emotional well-being of self and family.
- 4.4. Making reasonable adjustments including, physical comforts and positioning, Communication, environment, meeting personal needs, maintaining privacy, prevention from exploitation, caring for emotional health, meeting leisure and recreation needs.
- 4.5. Advocating and exercising Rights of people with disabilities.

Unit 5: Use of technology in Management of High Support Needs

- 5.1. Define needs and access optimum support for management through technology.
- 5.2. Assistive technology for communication- use of AAC and other devices; Assistive technology for recognition of emotions and improvement of social and cognitive skills.
- 5.3. Application of Technology-digital portfolio (including low cost) in lesson planning, report writing and evaluation.
- 5.4. Advantages and disadvantages of Assistive technology.
- 5.5. Concept & Need of Assistive Devices for Persons with Multiple Disabilities.

Suggested Readings:

Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in

Review Orlando: Academic Press Inc.

Orlove, F.P, Sobsey, D., Gilles, D.L.(2017). Educating Students with Severe and Multiple Disabilities A Collaborative Approach. New York: Paul H Brookes Publishing Co.

Moon, M.S. et.al (1990) Helping persons with severe mental retardation get and keep employment, Baltimore, Brookes Publishing Co

Myreddi et al (2007) FACP PMR, Secunderabad: NIMH

Myreddi, V., et al. (2007). Teaching Students with Profound Mental Retardation - A Guide for Teachers and Parents, Secunderabad, NIMH.

NIEPMD © Publications 2020. High Support Needs: Parents Need

Ostlund, D (2015). Students with profound and multiple disabilities in education in Sweden: teaching organisation and modes of student participation. Research and Practice in Intellectual and Developmental Disabilities 2 (2):148-164.

Sense International India. (2014). Handbook on Deafblindness. Ahmedabad: Sense International India.

Suggested web readings:

- Family and community services (2014). <https://engage.dss.gov.au/wp-content/uploads/2015/05/ATT-1-Leading-Clinical-Practice-and-Supporting-Individuals-with-Comp.pdf>
- Lombardi, P Multiple disabilities. (2015). <https://granite.pressbooks.pub/understanding-and-supporting-learners-with-disabilities/chapter/multiple-disabilities/>
- <http://www.parentcenterhub.org/multiple/>
- https://www.aclu.org/sites/default/files/field_document/faq_about_supported_decision_making.pdf
- https://www.aclu.org/sites/default/files/field_document/faq_about_supported_decision_making.pdf
- <https://web.archive.org/web/20110614214114>
- <http://www.angelswithspecialneeds.org/monthly/severe-and-multiple-disabilities/>
- <http://www.nsnet.org/start/severe.pdf>

PRACTICAL

COURSE– I (d)

INCLUSIVE PRACTICES USING UDL PRINCIPLES

Total Mark: 125

Total Hours: 125

Learning Outcomes:

On the completion of this practical, the student trainee will be able to:

- Use the principles of Universal Design for learning and design lessons in all lessons of primary class subjects
- Will teach in inclusive classrooms taking into account the needs of diverse learners in the class
- Will use the appropriate technology and the TLM to transact lessons providing multiple modes of input
- Will develop evaluation methods that allows students to use multiple modes of out put
- Meet the individual needs of students using multiple modes of engagements

Task of the student trainee:

- The student trainee will prepare 5 lessons each in each subject namely, English, Language, Math and environmental sciences for classes upto 5th grade. The lessons can be for different class levels and should be a total of 20 lessons covering all classes and all subjects.
- The lessons can be blended with co curricular areas such as art, craft, music, games drama and story as long as it meets the lesson 's objective.
- The trainee should ensure that all students in class including those with disabilities are considered for planning the lessons based on the principles of UDL and differentiated instructions.
- The lessons must be taught after the approval of the supervisor.
- The trainee would submit a report along with the lesson plans including methods and material and a self-appraisal.

Suggested Readings:

Baglieri,S. & Shapiro,A., (2012): Disability Studies and the Inclusive Classroom, Routledge Tailor and Francis Group New York and London.

Chennat,S. (2020): Disability Inclusion & Inclusive Education, eBook, Deptt. of Education, University of Delhi. Springer

Hall, E., Isaacs, D. (2012). Seven Keys to Unlock Autism: Making Miracles in the Classroom. United Kingdom: Wiley.

Hall, E.T, Meyer, A, & Rose, H.D.,(Eds.). (2012. Universal Design for Learning in the Classroom Practical Applications (What works for Special Needs Learner), Guildford Press, New York.

Julka, A, (2014). Including children with special needs, Primary stage, New Delhi: NCERT
<https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>

Sharma,P and Singh, R. (2007) Gearing up for inclusive Education, New Delhi: SCERT.

<http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>

Baglieri,S. & Shapiro,A., (2012): Disability Studies and the Inclusive Classroom, Routledge Tailor and Francis Group New York and London.

Suggested Web Readings:

- . <https://impactofspecialneeds.weebly.com/udl.html>
- . Universal design for Learning www.cast.org
- . <https://www.readingrockets.org/article/universal-design-learning-meeting-needs-all-students>
- . <http://udlstudio.cast.org/>
- . <http://udlexchange.cast.org/home>
- . <http://udl-toolkit.cast.org/home>
- . <http://lessonbuilder.cast.org/>

PRACTICAL

COURSE– II (d)

WORKING WITH GROUPS WITH HIGH SUPPORT NEEDS AND SEVERE DISABILITIES

Total Marks: 150

Total Hours: 150

Learning Outcomes:

On the completion of this practical, the student teacher will be able to:

- Assess students with high support needs
- Plan IEP for them in consultation with therapeutic supports and medical concerns
- Implement the IEP and work in coordination with the other professionals
- Work with parents to help their child with high support need lead towards independent living

Task of the student trainee:

- The trainee will assess four students having severe/profound disabilities requiring high supports
- Trainee will also assess the need for technological support and assistive devices
- Collect information from therapist and professionals and incorporate in the IEP
- Out of the four such students with high support needs. **Work with two of them at school/intuitional environment and two in a home environment.**
- **Help the caregiver to learn the techniques that are specific to the student.**
- **After implementing the programme for a period of 15 sessions / student (each session for an hour), evaluate the student and submit a report .**

Suggested Readings:

Blacher,J.(Ed.)(1984)Severely Handicapped Young Children and Other Families:Research in Review,Orlando:AcademicPressInc.

Lombardi,PMultipliedisabilities.(2015).<https://granite.pressbooks.pub/understanding-and-supporting-learners-with-disabilities/chapter/multiple-disabilities/>

Moon, M.S. et.al (1990) Helping persons with severe mental retardation get and keep employment, Baltimore, Brookes Publishing Co

Myreddi, V., et.al. (2007). Teaching Students with Profound Mental Retardation-A Guide for Teachers and Parents, Secunderabad, NIMH.

Orelove, F.P., Sobsey, D., Gilles, D.L. (2017). Educating Students with Severe and Multiple Disabilities A Collaborative Approach. New York: Paul H Brookes Publishing.

Suggested web readings:

- <http://www.parentcenterhub.org/multiple/>
- <https://web.archive.org/web/20110614214114/http://www.angelswithspecialneeds.org/monthly/severe-and-multiple-disabilities/>
- <http://disabilityaffairs.gov.in/content/page/national-handicapped-finance-and-development-corporation.php>
- <https://granite.pressbooks.pub/understanding-and-supporting-learners-with-disabilities/chapter/multiple-disabilities/>

Recommended materials:

- . A.T. Thressiakutty and L.Govinda Rao; Transition of Persons with Mental Retardation from School to Work – A Guide; National Institute for the Mentally Handicapped, Secunderabad. (2001)
- . International Labour Organisation (1985) Vocational rehabilitation of the mentally restored (second edition) Geneva, ILO Publishing Co.
- . Identification of Jobs Suitable for persons with Disabilities – Ministry of Social Justice and Empowerment, Govt. of India.
- . Moon, M.S. et.al (1990) Helping persons with severe mental retardation get and keep employment, Baltimore, Brookes Publishing Co.
- . National Institute for the Mentally Handicapped (1990) Vocational Training and Employment for persons with mental retardation, Secunderabad – NIMH Publication.
- . National Handicapped Finance & Development Corporation (1997) Ministry of Social Justice and Empowerment, Govt. of India.

PRACTICAL

COURSE– III (d) - PROJECT

Total Marks: 100

Total Hours: 100

Learning Outcomes:

On the completion of this practical, student teachers will be able to:

- Demonstrate competency in developing a project
- Will carry out the project studies of innovations as part of pre-service preparation, induction and mentoring that is relevant to teaching children with Multiple disabilities

Task of the student trainee:

- The trainee shall select an area of interest in special and inclusive education relating to CP, MD and/or Db . It can be an assignment or it can be relevant to teaching, creating awareness among public, school students, parent groups or any relevant groups
- Prepare a project which may be using material available around or using technology – for example, it can be a learning aid, pamphlet/booklet to teach or create awareness, board games or other play activities for children, anything relevant and innovative.
- **The project should be completed in all aspects and submitted.**

Suggested readings:

- Staley, J. (2008). Enticing the learning, UK: University of Birmingham
- Walliman, N (2005). Your research Project, New Delhi: Vistaar Publications

Suggested web readings:

- <https://makerfairerome.eu/en/three-innovative-projects-for-people-with-mobility-disabilities/>
- <https://www.fromthegrapevine.com/health/5-projects-are-helping-people-disabilities>
- <https://zeroproject.org/innovative-practices/>
- <https://classroom.synonym.com/project-ideas-people-disabilities-8459557.html>
- <https://www.gettingsmart.com/2018/01/preparing-students-for-future-success-with-pbl-and-sel-2/>

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