

BACHELOR OF SPECIAL EDUCATION (HEARING IMPAIRMENT) – FOURTH SEMESTER

Fourth Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Skill based Optional Course (Cross disability and inclusion) ANY ONE 1. Guidance and Counselling 2. Early Childhood Care & Education 3. Applied Behavioural Analysis 4. Community Based Rehabilitation 5. Application of ICT in Classroom 6. Gender and Disability 7. Braille and Assistive Devices	4	100
2	Skill based Optional Course (specialization disability) ANY ONE 1. Orientation & Mobility 2. Communication Options: Oralism 3. Communication Options: Manual (Indian Sign Language) 4. Augmentative and Alternative Communication 5. Management of Learning Disability 6. Vocational Rehabilitation & Transition to Job Placement	4	100
3	Basic Research & Basic Statistic	4	100
4	Practical: Cross Disability and Inclusion	4	100
5	Other disability special school	4	100
6	Inclusive school	2	100
Total		22	

Subject Name: SKILL BASED OPTIONAL COURSE (CROSS DISABILITY AND INCLUSION) ANY ONE

1. GUIDANCE AND COUNSELLING

Unit 1: Introduction to Guidance and Counselling

- a. Guidance and Counselling: Definition and Aims
- b. Areas of Guidance and Counselling
- c. Core Conditions in Counselling
- d. Skills and Competencies of a Counsellor
- e. Role of Teacher in Guiding and Counselling Students with Special Needs

Unit 2: Enhancing Self Image and Self Esteem

- a. Concept of Self as Human
- b. Understanding of Feelings and Changes
- c. Growth to Autonomy
- d. Personality Development
- e. Role of Teacher in Developing Self-Esteem in Children

Unit 3: Guidance and Counselling in Inclusive Education

- a. Current Status with reference to Indian School
- b. Types of Counselling: Child-Centred, Supportive, Family
- c. Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
- d. Group Guidance: Group Leadership Styles and Group Processes
- e. Challenges in Group Guidance

Suggested Readings:

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House, New Delhi.
- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.
- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

2. EARLY CHILDHOOD CARE & EDUCATION**Unit 1: The Early Years: An Overview**

- a. Facts about Early Childhood Learning & Development
- b. Neural Plasticity
- c. Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills
- d. Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
- e. Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit2: Early Education of Children with Disabilities

- a. Young Children at Risk & Child Tracking
- b. Interdisciplinary Assessments & Intervention Plans
- c. Developmental Systems Model for Early Intervention (Ofguralnick, 2001)
- d. Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
- e. Evidenced Based Practices for Early Intervention

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

- a. Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)
- b. Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children
- c. Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning
- d. Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)
- e. School Readiness and Transitions

Suggested Readings:

- Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.
- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.
- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.
- Klausmeir, H.J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory. New York: Academic Press.
- Mohanty, J., & Mohanty, B. (1999). Early Childhood Care and Education. Delhi: Offset Printers.
- Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4th Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2nd Ed.). New York: Routledge Publication.
- Dopyera, M.L., & Dopyera, J. (1977). Becoming a Teacher of Young Children. New York: Random House Publications.
- Gordon, I.J. (1972). Early Childhood Education. Chicago: Chicago University Press. Hamilton, D.S., & Flemming, (1990). Resources for Creative Teaching in Early Childhood Education (2nd Edition). Harcourt Brace Jovanvich. Tokyo.
- Hilderbrand, V. (1991). Introduction to Early Childhood Education. MacMillan Publishing. New York.
- Krogh, S.L., & Slentz, K. (2001). Early Childhood Education, Yesterday, Today & Tomorrow. Lawrence Erlbaum Associates Publishers, London.
- Range, D.G., Layton, J.R., & Roubinek, D.C. (1980). Aspects of Early Childhood Education. Theory to Reserch to Practice. Academic Press. New York.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). Foundations of Early Childhood Education. Prentice Hall, New Jersey.
- Wortham, S.C. (NK). Measurement & Evaluation in Early Childhood Education (2nd Eds.), Merrill Prentice Hall, Ohio.

3. APPLIED BEHAVIOURAL ANALYSIS

Unit 1: Introduction to Applied Behaviour Analysis (ABA)

- a. Principles of Behavioural Approach
- b. ABA - Concept and Definition
- c. Assumptions of ABA – Classical and Operant Conditioning
- d. Behaviour- Definition and Feature
- e. Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Unit 2: Strategies for Positive Behaviour Support

- a. Selection of Behavioural Goals
- b. Reinforcement
 - i. Types: Positive and Negative, Primary and Secondary
 - ii. Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval
- c. Discrete Trial Teaching
 - i. Discriminative Stimulus - Characteristics
 - ii. Response
 - iii. Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
 - iv. Consequence - Characteristics
 - v. Inter-Trial Interval
- d. Application of ABA in Group Setting
 - i. Negotiation and contract
 - ii. Token economy
 - iii. Response cost
 - iv. Pairing and fading
- e. Leadership role of teacher in promoting positive behaviour

Unit 3: Management of Challenging Behaviour

- a. Differential Reinforcements of Behaviour
- b. Extinction and Time Out
- c. Response Cost and Overcorrection
- d. Maintenance
- e. Generalization and Fading

Suggested Readings:

- Bailey, J., & Burch, M. (2011). Ethics for Behaviour Analysts. Routledge, New York.
- Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). Applied Behaviour Analysis. Pearson Publications.
- Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). Handbook of Applied Behaviour Analysis. Guilford Press, New York.
- Kearney, A. J. (2007). Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals. Jessica Kingsley, Philadelphia.
- Lewis, P. (2006). Achieving Best Behaviour for Children with Developmental Disabilities. Jessica Kingsley Publishers London.
- Aune, B., Burt, B., & Gennaro, P. (2013). Behaviour Solutions for the Inclusive Classroom. Future Horizons Inc, Texas.
- Moyes, R.A. (2002). Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom. Jessica Kingsley Publishers, London.

4. COMMUNITY BASED REHABILITATION

Unit 1: Introduction to Community Based Rehabilitation (CBR)

- a. Concept and Definition of CBR
- b. Principles of CBR
- c. Difference between CBR and Institutional Living
- d. Socio-cultural and Economic Contexts of CBR
- e. Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

- a. Awareness Program-Types and Methods
- b. Advocacy - Citizen and Self
- c. Focus Group Discussion
- d. Family Counselling and Family Support Groups
- e. CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

- a. School Education: Person Centred Planning, and Peer Group Support
- b. Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
- c. Community Related Vocational Training
- d. Skill Training for Living within Community
- e. Community Based Employment and Higher Education

Unit 4: CBR Strategies for Persons with Disabilities

- a. Visual impairment
 - Orientation and mobility training
 - Braille
- b. Hearing impairment
 - Training in sign language and system
- c. Physical impairment and Cerebral Palsy
 - Training in use of assistive devices
 - Training in use of augmentative and alternative communication systems
- d. Autism and intellectual disability
 - Training in functional and survival skills
- e. Access to school and higher education

Unit 5: Role of Government and International Agencies

- a. Poverty alleviation and development programs
- b. Disability related legislations & judicial activism
- c. Disability related policies and schemes
- d. United Nation's Conventions and Declarations

Suggested Readings:

- Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.

- McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
- Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances(2014). Ministry of Social Welfare, Govt. of India, New Delhi.
- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

5. APPLICATION OF ICT IN CLASSROOM

Unit 1: Information Communication Technology (ICT) and Special Education

- a. Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
- b. Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
- c. Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
- d. Three as of ICT Application—Access, Availability, Affordability
- e. Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

- a. Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- b. Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- c. Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
- d. Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- e. E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 3: Visualising Technology-Supported Learning Situations

- a. Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme
- b. Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions
- c. Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects
- d. Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing

e. Identifying and Applying Software for Managing Disability Specific Problems

Suggested Reading:

- Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press, Maidenhead.
- Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education.

6. GENDER AND DISABILITY

Unit 1: Human Right-based Approach and Disability 6 Hours

- a. Human Rights-Based Approach: Concept and History
- b. Principles of Human Rights-Based Approach
 - Equality and Non-Discrimination
 - Universality & Inalienability
 - Participation and Inclusion
 - Accountability and Rule of Law
- c. Elements of Human Rights System
 - Legal Framework
 - Institutions
 - Development Policies & Programs
 - Public Awareness
 - Civil Society
- d. Advantage of Human Rights-Based Approach
- e. Implications for Disability
 - Empowerment
 - Enforceability
 - Indivisibility
 - Participation

Unit 2: Gender and Disability 10 Hours

- a. Sex & Gender: Concept & Difference
- b. Impairment & Disability: Concept & Difference
- c. Gendered Experience of Disability
 - i. Public Domain: School and Outside School
 - ii. Private and Familial Domain
 - iii. Normalization and Social Role Valorisation
- d. Gender and Disability Analysis: Techniques and Strategies
- e. Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability

- a. Inclusive Equality
 - i. Access to Family Life
 - ii. Access to Education, Vocational Training and Employment

- iii. Access to Political Participation
- b. Factors Contributing to Disability
 - i. Gender-Based Violence in School and Within Family
 - ii. Traditional Practices
- c. Sexual and Reproductive Health
- d. Teacher's Role in Promoting Gender Equality
- e. Gender Critique of Legislation, Government Policy and Schemes

Suggested Readings:

- Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. Oxfam, UK.
- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd. New Delhi.
- Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*. Dunedin Academic Press, Edinburgh.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press, New York.
- Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race*. NYU Press, New York.
- Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutgers University Press, New Jersey.
- Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems*, Westview Press. Boulder.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. *Atlantic Economic Journal*, 38(4), 465-466.
- Treas, J., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective*. Stanford University Press, Stanford.

7. BRAILLE AND ASSISTIVE DEVICES

Unit 1: Braille

- a. Louis Braille and the Evolution of Braille
- b. Continuing Relevance of Braille vis-a-vis Audio Material
- c. Braille Signs, Contractions and Abbreviations--English Braille
- d. Braille Signs and Symbols—Hindi/Regional Language
- e. Braille Reading and Writing Processes

Unit 2: Braille Devices -- Types, Description, Relevance

- a. Slate and Stylus
- b. Braille Writer
- c. Electronic Devices— Note takers and Refreshable Braille Displays
- d. Braille Embossers
- e. Braille Translation Software

Unit 3: Other Devices – Types, Description, Relevance

- a. Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types

- b. Geography: Maps--Relief, Embossed, Models
- c. Science Material
- d. Low Vision Aids--Optical, Non-Optical, Vision Training Material
- e. Schemes and Sources of Availability

Suggested Readings:

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). The Royal National Institute for the Blind, London.
- Ashcroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.
- Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.
- Manual on Bharti Braille (1980). NIVH, Dehradun.
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.
- Proceedings: National Conference on Past and Present Status of Braille in India(2001). All India Confederation of the Blind, New Delhi.
- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. UNESCO, Geneva.
- Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press, Boston.

Subject Name: SKILL BASED OPTIONAL COURSE (SPECIALIZATION DISABILITY) ANY ONE

1. ORIENTATION & MOBILITY

Unit 1: Introduction to Orientation and Mobility

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

Unit 2: Human/ Sighted Guide Technique

- a. Grip
- b. Stance
- c. Hand Position
- d. Speed Control
- e. Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

- a. Upper and Lower Body protection
- b. Room Familiarization

- c. Using Oral Description for Orientation
- d. Search Patterns
- e. Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

- a. Canes -- Types, Parts, Six Considerations
- b. Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
- c. Use of Public Transport
- d. Asking for Help: When and How
- e. Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Unit 5: Training In Independent Living Skills

- a. Self Care, Gait and Posture
- b. Personal Grooming
- c. Eating Skills and Etiquette
- d. Identification of Coins and Currency Notes
- e. Basics of Signature Writing

Suggested Readings:

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). *Foundations of Orientation and Mobility* (2nd ed.). AFB Press, New York.
- Cutter, Joseph (2006). *Independent Movement and Travel in Blind Children*. IAP, North Carolina.
- Fazzi, D.L. & Petersmeyer, B.A. (2001). *Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired*. AFB Press, New York.
- Jaekle, R. C. (1993). *Mobility Skills for Blind People: A Guide for Use in Rural Areas*. Christoffel Blinden Mission, West Sussex.
- Knott, N.I. (2002). *Teaching Orientation and Mobility in the Schools: An Instructor's Companion*. AFB Press, New York.
- Smith, A. J., & Geruschat, D. R. (1996). *Orientation and Mobility for Children and Adults with Low Vision*. In A. L. Corn & A. J. Koenig (Eds.), *Foundations of Low Vision: Clinical and Functional Perspectives*. AFB Press, New York.
- Dodds, A. (1986). *Mobility Training for Visually Handicapped People*. Croom Helm, London.
- Hill, E., & Ponder, P. (1976). *Orientation and Mobility Techniques*. AFB Press, New York.
- Jacobson, W.H. (1993). *The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments*. AFB Press, New York.
- Singh, J.P. (2003). *Technology for the Blind*. Kanishka Publication. New Delhi

2. COMMUNICATION OPTIONS: ORALISM

Unit 1: Understanding Hearing Loss in Real Life Context

- a. Basic Awareness on Paradigms of D/Deafness (Medical and Social)
- b. Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
- c. Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options

- d. Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
- e. Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

- a. Difference Between Uni Sensory and Multi Sensory Approach in Oralism
- b. Oracy To Literacy: Why and How
- c. Speech Reading: Need, Role and Strategies in All Communication Options
- d. Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies
- e. Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

Unit 3: Skill Development Required for Oralism

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

Unit 4: Skill Development Auditory Verbal (AV) Approach

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

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

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

Suggested Readings:

- Borden, Gloria J.; Harris, Katherine S. & Raphael, Lawrence J. (2005). Speech Science Primer (4th) Lippincott Williams and Wilkins: Philadelphia.
- Dhvani (English). Balvidyalaya Publication, Chennai.
- Estabrooks, W. (2006). Auditory-Verbal Therapy and Practice. AG Bell, Washington, DC.
- Heller, R. (1999). Managing Change. Dk Publishing, New York.
- Ling, D. (1990). Acoustics, Audition and Speech Reception. Auditory Verbal International, Alexandria.

- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
- Communication Options and Students with Deafness (2010). Rehabilitation Council of India, New Delhi.
- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in Grades K – 8. Allyn and Bacon, Boston.
- Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.). Plural Publishing Inc, San Diego, CA.
- Dhvani (Marathi). Balvidyalaya. Cym Publication, Chennai.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory- Verbal Therapy. Learning to Listen Foundation. Washington, DC.
- Heller, R. (1999). Effective Leadership. Dk Publishing, New York.
- Heller, R. (1999). Managing Change. Dk Publishing, New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : Auditory Training Games. John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication, Mumbai.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

3. COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Unit 1: Understanding Deafness in Real Life Context

- a. Basic Awareness of Paradigms of D/Deafness (Medical and Social)
- b. Basic Awareness of Deafness and Communicative Challenges / Concerns
- c. Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
- d. Basic Awareness of Difference between ISL and ISS; Myths and Facts
- e. Importance of Neural Plasticity and Early Language Opportunities

Unit 2: Advance Understanding of Manual Options and Indian Scenario

- a. Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
- b. Challenges, Prerequisites and Fulfilling Prerequisites
- c. Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
- d. Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies
- e. Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills

- a. Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
- b. Practicing Natural Signing in Short Common Conversations
- c. Practicing Natural Signing in Stories/Poems/Narrations/Jokes
- d. Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
- e. Practicing Group Dynamics

Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

- a. Learning to Express Gender, Number, Person, Tense, Aspect
- b. Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
- c. Practicing Sentence Types: Simple, Complex, Compound
- d. Observing Using ISL in Classrooms – Social Science
- e. Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

- a. Practicing Markers (Local Language)
- b. Practicing Syntax in Conversations and Discussions
- c. Observing Using ISS/ISL in Classrooms for School Subjects
- d. Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)
- e. Reflections on the Course: From Theory to Practice to Initiating Change

Suggested Readings:

- Communication Options and Students with Deafness. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). Managing Change. DK Publishing, New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
- Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). Sign Language in Indo-Pakistan. John Benjamins Pub. Co, Philadelphia.
- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46- 51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
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- Huddar, A. (2008). Language and Communication. DSE Manuals. Rehabilitation Council of India, New Delhi.
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- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. American Annals of the Deaf, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). Teaching Students with Special Needs in General Education Classrooms. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
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4. AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Unit 1: Organizational frame work for Communication:

- a. Normal development of speech, language and communication
- b. Factors that influence communication, speech and language in relation to each other
- c. Levels of communication in children
 - i. Functional (Emergent)
 - ii. Situational (Context Dependent)
 - iii. Independent (Creative)

Unit 2: Basic principles of AAC interventions:

- a. Child - Child capacity
- b. Child capacity and context
- c. Working towards symbolic expression
- d. Communication skills and

e. Functions

Unit 3: Areas of AAC Assessment:

- a. Sensory areas
- b. Cognition , communication and language
- c. Posture and positioning. Motor planning and control
- d. Scanning
- e. Environment, Interaction & Symbols

Unit 4: Context of Communication:

- a. Partner /skills , user skills and environment
- b. Competency development - types of competencies and its development
 - i. Linguistic competence
 - ii. Operational Competence
 - iii. Social competence
 - iv. Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

- a. Types of AAC devices and systems
 - i. No Technology
 - ii. Low Technology
 - iii. High Technology
- b. Access to communication charts - hand, finger, eye point
- c. Access to devices:
 - i. Switches - hand switch , blow switch, infrared devices etc
 - ii. Software -scan mode combined with a switch
- d. Selection of AAC
 - i. Child competency and environment
 - ii. Design, Access, Motor, Devices
- e. Challenges in the development of AAC and Literacy
 - i. Grammar ; spelling
 - ii. Building Vocabulary: and richness of language
 - iii. Motor expression

Suggested Reading:

- Silverman, F.H. (1994).Communication for the Speechless (3rd Edn.). Allyn & Bacon, Boston.
- David R. Beukelman, D. R., & Mirenda, P (2013). Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4th Edn.) Brookes Publishing Co. Baltimore.
- Lynch, C., & Cooper, J. (1991).Early Communication Skills: Practical Activities for Teachers and Therapists, Speechmark Publishing Ltd, Bicester, Oxon
- Warrick, A., & Kaul, S. (1997). Their manner of speaking: augmentative communication for children and young adults with severe speech disorders, Indian Institute of Cerebral Palsy, Kolkata

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- Tina, D., & Mike, D. (1997). Literacy Through Symbols: Improving Access for Children and Adults, David Fulton Publishers, London.
- McCurtin, A., & Geraldine, M. (2000). The Manual of AAC Assessment. Speechmark Publishing Ltd., London.

5. MANAGEMENT OF LEARNING DISABILITY

Unit 1: Learning Disabilities: Types

- a. Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- b. Non-verbal learning disabilities
- c. Language Disorders
- d. Associated Conditions: ADHD & ADD
- e. Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills

- a. Assessment of Readiness Skills
- b. Assessment of Reading, Writing and Math skills
- c. Teacher made test
- d. Standardized Tests: Need, Types & Purpose
- e. Interpretation of Test report

Unit 3: Intervention Strategies in Basic Skills of Learning

- a. Language skills
- b. Reading
- c. Writing
- d. Maths skills
- e. Study skills

Suggested Readings:

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey.
- Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton, New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston. Suggested Readings
- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. The Guilford Press, New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell, Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia: a guide for the workplace. John Wiley & Sons, Ltd., London.

- Gribben, M. (2012). The study skills toolkit for students with dyslexia. Sage Publication, London.
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India: willing the mind to learn. Sage Publication, New Delhi.
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. Corwin Press, California.
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link).Paul H. Brookes, Baltimore.
- Shula, C. (2000). Understanding children with language problems. Cambridge, New York.
- Prakash, P. (2008). Education of exceptional children: challenges and strategies. Kanishka publishers, New Delhi.
- Reddy, G. L., & Ramar, R. (2000). Education of children with special needs. Discovery Pub., New Delhi.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (Current practices and prospects). Sage Publication, Los Angeles.
- Trusdell, M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. Maryland, York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. Elsevier Academic Press, Amsterdam.

6. VOCATIONAL REHABILITATION & TRANSITION TO JOB PLACEMENT

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

- a. Definition, meaning and scope of Vocational Education
- b. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
- c. Approaches and models of Vocational training
- d. Assessment, Evaluation of Generic skills & Specific job skills using various tools
- e. Approaches & Principles of vocational assessment

Unit 2: Vocational Transition & Curriculum Planning

- a. Concept, meaning, importance of transition
- b. Vocational transition models
- c. Transitional Planning at pre-vocational & post-vocational level
- d. Development of Individualized Vocational Transitional Plan
- e. Development of Vocational Curriculum

Unit 3: Process of Vocational Rehabilitation & Placement

- a. Types of Employment Settings
- b. Process of Job Placement & Creation of Need-based Employment Settings
- c. Adaptations, Accommodation, Safety Skills and First Aid
- d. Self Advocacy & Self Determination Skill Training
- e. Equal opportunities and attitudes towards persons with disabilities

Suggested Readings:

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students with Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
- Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
- Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
- Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
- Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
- Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York.

Subject Name: BASIC RESEARCH & BASIC STATISTIC

Unit 1: Introduction to Research

- Scientific Method
- Research: Concept and aims 1.3 Research: Definition & characteristics
- Purpose of Research
- Steps of research

Unit 2: Types and Process of Research

- Types of Research
 - Basic/Fundamental Research
 - Applied Research
 - Action Research
 - Action Research in Teaching Learning Environment 3.5 Professional Competencies for Research
- Process of Research
 - Selection of Problem
 - Formulation of Hypothesis
 - Collection of Data
 - Analysis of Data & Conclusion
- Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- Action Research in Teaching Learning Environment
- Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

- Scale for measurement: Nominal, Ordinal, Interval and Ratio
- Organization of data: Array, Grouped distribution
- Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
- Correlation: Product Moment and Rank Order Correlation
- Graphic representation of data

Unit 2: Educational Research

- a. Educational Research- concepts
- b. Application of Scientific Method in Research
- c. Areas of educational research
- d. Research in Education and Special Education
- e. Ethics of research

Unit 4: Process of Research & tools, procedure and methods

- a. Selection of Problem
- b. Formulation of Hypothesis 4.3 Collection of Data
- c. Analysis of Data & Conclusion
- d. Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

Suggested Readings:

- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Gupta, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.

Subject Name: PRACTICAL: CROSS DISABILITY AND INCLUSION

(Practical)

Subject Name: OTHER DISABILITY SPECIAL SCHOOL

(Practical)

Subject Name: INCLUSIVE SCHOOL

(Practical)

Note: The Normal Rule and Regulation pertaining to the Examination and other issues will be applicable in Faculty of Education and Special Education as per Arunachal University of Studies Act 2012, Subsequent Statute and Rules & Regulations.

