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NH-52, Namsai, Arunachal Pradesh -792103

## MASTER OF SPECIAL EDUCATION (HEARING IMPAIRMENT) – FIRST SEMESTER

First Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Developments in Education and Special Education	4	100
2	Psychology of Development and Learning	4	100
3	Identification, Assessment and Needs of Children	4	100
4	Curriculum And Teaching Strategies for Children	4	100
5	Practical related to disability	4	100
<b>Total</b>		<b>20</b>	

**Subject Name:** DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

**Unit 1:** An Overview of Development of Education System

- a. Shaping of Education in Pre-Independence India
- b. Shaping of Education in Post-Independence India
- c. Emerging Education in India and in the Global Context
- d. Perspectives of Education for the Persons with Disabilities
- e. Constitutional Provisions and Directive Principles Related to Education and Special Education

**Unit 2:** Issues in Indian Education with Special Reference to Persons with Disabilities

- a. Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers
- b. Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps
- c. Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems
- d. Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives
- e. Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support

**Unit 3:** Policies and Legislations for Education & Special Education Development of Special Education in India

- a. National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework)
- b. International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM)

- c. National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities
- d. Role of Governmental and non-governmental agencies in general and special education
- e. Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy

#### **Unit 4: Quality Issues in Education**

- a. Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment
- b. Linking pedagogy with curriculum, contextual constructivism
- c. Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face vs. Distance mode
- d. Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up
- e. Quality enhancement in service delivery and community rehabilitation

#### **Unit 5: Current Trends and Future Perspective**

- a. Education as a development indicator, and enhancer of development indicators
- b. Education for sustainable development & Right based approach
- c. International curriculum framework in the light of changing priorities and international perspectives
- d. Education for conservation of environment and social change
- e. Education for individual and national development

#### **Suggested Readings**

- Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
- Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.
- National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
- National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
- Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.
- Report of Core group on value orientation to education (1992). Planning commission, Govt of India.

- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development.
- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.

**Subject Name:** PSYCHOLOGY OF DEVELOPMENT AND LEARNING

**Unit 1:** Overview Educational Psychology

- a. Nature and scope of educational psychology
- b. Principles of educational psychology
- c. Methods of Educational Psychology
  - i. Observation
  - ii. Experimental method
  - iii. Correlational
  - iv. Clinical
  - v. Case Study
- d. Applications of educational psychology to person with disabilities
- e. Contemporary trends

**Unit 2:** Understanding the Development of the Learner

- a. Concept of Growth and Development
- b. Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
- c. Physical, social, emotional, moral development, play and language development
- d. Cognitive Development: Piaget, Vygotsky and Kohlberg
- e. Factors affecting Growth and Development

**Unit 3:** Cognition and Information Processing

- a. Sensation, Perception and Attention
- b. Memory - Nature and types, factors affecting memory
- c. Thinking: Concept Formation, Reasoning, Problem solving
- d. Intelligence: Nature, types, theories and assessment
  - i. Creativity
- e. Individual differences and its educational implications for children with disabilities

**Unit 4:** Motivation, Learning and Personality

- a. Concept, definition and theories of Motivation
- b. Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social
- c. Concept, definition and principles of personality development

- d. Personality Theories-
  - i. Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic
  - ii. Assessment of Personality
- e. Implications in teaching-learning with reference to children with disabilities

#### **Unit 5: Psychological Aspects of Teaching**

- a. Individual differences in cognitive and affective areas and its educational Implications
- b. Classroom climate, group dynamics
- c. Peer tutoring, co-operative learning, self-regulated learning
- d. Teacher effectiveness and competence
- e. Guiding children with disabilities

#### **Suggested Readings**

- Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
- Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
- Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
- Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., New Delhi.
- Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York.
- Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.
- Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality. Harper & Row, New York.
- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
- Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
- DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
- Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon, Boston.
- Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun
- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.
- Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
- Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.
- Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn & Becon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York.

## **Subject Name:** IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN

### **Unit 1:** Overview of Learning Disabilities

- a. Evolution of learning disability as a field of a study
- b. Prevalence, incidence –National and International
- c. Types of LD- Dyslexia, Dysgraphia, Dyscalculia, Dysphasia, Dyspraxia, SLI, Non-Verbal Learning Disability
- d. Associated conditions- ADHD, emotional lability
- e. Etiology: Neuro biological

### **Unit 2:** Approaches and Techniques of Assessment

- a. Definition, Scope and Purpose of Assessment.
- b. Principles for selection of tools for assessment in various settings
- c. Levels of assesment
- d. Approaches to Assessment
  - i. Neuro-Development
  - ii. Cognitive
  - iii. Psycho-linguistic
  - iv. Behavioral
  - v. Task Analytical
  - vi. RTI
- e. 2.5 Techniques of Assessment
  - i. Observation
  - ii. Interviews
  - iii. Case Study
  - iv. Sociometric
  - v. Error analysis/Miscue Analysis

### **Unit 3:** Areas of Assessment

- a. Basic learning Processes- Attention, perception, memory, executive functioning
- b. Language
- c. Mathematics
- d. Social
- e. Application in the content areas

### **Unit 4:** Types of Assessment

- a. Psychological:
  - i. Wechlers Intelligence Scale
  - ii. Bender Gestalt Visuo-Motor Test
  - iii. Ravens Progressive Matrices
  - iv. Wechsler's Memory Scale
  - v. Dyslexia Screening Tests
  - vi. Woodcock Johnson Test of Cognitive Ability
  - vii. Test of Thinking Ability
- b. Achievement:
  - i. Stanford Diagnostic Reading Test

- ii. Stanford diagnostic Maths Test
- iii. Woodcock Johnson Test of Achievement
- iv. GLAD
- c. Psycho Educational:
  - i. DTRD
  - ii. DTLT
  - iii. Aston Index
  - iv. NIMHANS Index of SLD
- d. Teacher made tests (Educational) - construction, scoring, interpretation
- e. Differential diagnosis and report writing

**Unit 5: Trends and Issues With Reference To**

- a. Ethical issues in assessment
- b. Responsive reporting and communication
- c. Collaboration between team members
- d. Legal Provisions and Issues
- e. Advocacy

**Suggested Readings:**

- Bender, W. N. (1995). Learning Disabilities, Characteristics, Identification and Teaching Strategies, Allyn Bacon, New York.
- Das, J. P. (2009): Reading difficulties and dyslexia. SAGE Publications Pvt. Ltd, New Delhi
- Janet W. L. (2011). Learning Disabilities and Related Mild Disabilities. Cengage Learning publishing. London.
- Lerner, J. W. (2000). Learning Disabilities. Houghton Mifflin, Boston.
- McCardle, P., Miller, B., Lee, J. R., & Tzeng, O. J.L. (2011). Dyslexia across Languages: Orthography and the Brain-Gene-Behavior Link. Brookes Publishing Company, New Jersey.
- Pierangelo, R., & Giuliani, G. A. (2012). Assessment in Special Education: A Practical Approach. Pearson Education, Boston.
- Programming. Allyn & Bacon, New York.
- Russo, C. J. (2011). The Legal rights of students with disabilities: International Perspectives. Rowman & Littlefield, Lanham.
- Harwell, J. M., & Shoup, C. D. (2003). Ready-to-Use Information and Materials for Assessing Specific Learning Disabilities: Complete Learning Disabilities Resource Library, Volume I
- Harwell, J. M., & Jackson, R. W. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities
- Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice. Sage Publications, New Delhi.
- Kapur, M., John A., Rozario J., & Oommen A. (1992). NIMHANS Index of specific Learning Disabilities, NIMHANS, Bangalore.
- Karanth, P., Rozario, J. (2003). Learning disabilities in India willing the mind to learn. . Sage, New Delhi.

- Paley, S. (2012). Promoting positive behaviour when supporting people with a learning disability and people with autism. Learning Matters Publishing, London.
- Raj, F, (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.
- Smith, C., & Strick, L. (2010). Learning Disabilities: A to Z: A Complete Guide to Learning Disabilities from Preschool to Adulthood. Free Press, London.
- Swanson, H. L., & Harris, K, R. (2014). Handbook of Learning Disabilities (2nd ed.). The Guilford Press, New Jersey.
- Venkateshwarlu, D. (2005): Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.
- Werts, M. G., Culatta, R. A., & Tompkins, J. R.(2011). Fundamentals of special education: What every teacher needs to know. Pearson Education, Inc., New Jersey.
- Wong, B., & Butler, D. L.(2012). Learning about learning disabilities. (4th ed.). Academic Press, San Diego.

**Subject Name:** CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN

**Unit 1:** Perspectives of Curriculum and Teaching Strategies

- a. Curricular approaches related to persons with Learning Disability
- b. Instructional Efficiency approach (Konrad, Helf and Joseph, 2011)
- c. Curriculum: Alternative, Adjustment and Adaptation
- d. IEP
- e. Trends and Issues: Direct instruction, Cconstructivism, Connectivism

**Unit 2:** Approaches and Methods

- a. Perceptual motor – Kephart, Barsch, Frostig
- b. Multi-Sensory-Fernald, Orton-Gillingham, Montessori
- c. Behavioural-Precision Teaching, ABA
- d. Cognitive – Meta Cognition, Cognitive Behaviour Management
- e. Collaborative Learning Approach

**Unit 3:** Interventions for Language Development

- a. Language: concept and components/structure
- b. Systems of language
- c. Bilingualism and multilingualism
- d. Approaches to language intervention: psycho-linguistic, language experience approach, whole language approach
- e. Strategies for language development; Natural language stimulation, Expansion of language, Vocabulary building, Games, Storytelling, Drama, Role play

**Unit 4:** Strategies for Intervention

- a. Reading Strategies
  - i. Across stages of literacy development, Genre of text and content

- ii. Monitoring progress (Recording and Interpreting)
- b. Writing and Spelling Strategies
  - i. Written expression; from Concrete Descriptive through Abstract Imaginative
  - ii. Writing for different purposes
  - iii. Spellings; Visual, Phonic, Morphemic, Rule-based
  - iv. Monitoring progress (Recording and Interpreting)
- c. Mathematics Strategies
  - i. For development of Mathematical language
  - ii. For visuo-spatial organisation
  - iii. For mathematical thinking (Quantitative reasoning and Problem solving)
  - iv. Monitoring progress (Recording and Interpreting)
- d. Strategies for Enhancing Executive Functioning
  - i. Meta-cognitive Strategies for Attention, Planning, Organising, Mental flexibility
  - ii. Self-direction, self-monitoring and regulation
  - iii. Monitoring progress (Recording and Interpreting)
- e. Study Skills
  - i. Note taking
  - ii. Time management
  - iii. Organisational skills
  - iv. Test taking skills

#### **Unit 5: Fostering Well-Being and Collaborations**

- a. Psycho-Social skills
- b. Interpersonal skills
- c. Transition planning
- d. Life skills
- e. Working with family and community

#### **Suggested Readings**

- Butler, K. G., & Silliman, E. R. (2001). *Speaking, Reading, and Writing in Children with Language Learning Disabilities: New Paradigms in Research and Practice*. Psychology Press, London.
- Chadha, A. (2009). *A Guide to Educating Children with Learning Disabilities*. Vikas Publishing House Pvt. Ltd., New Delhi.
- Chinn, S. (2014). *The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties*. Routledge, New York.
- Farrell, M. (2013). *The Effective Teacher's Guide to Dyslexia and other Learning Difficulties (Learning Disabilities): Practical strategies*. Routledge. New York.
- Hoodin, R. (2011). *Intervention in Child Language Disorders*. Jones & Bartlett Learning, Sudbury.
- Mather, N., Wendling, B. J., & Roberts, R. (2009). *Writing Assessment and Instruction for Students with Learning Disabilities*. John Wiley & Sons, New York.
- O' Connor, R. E., Vadasy, P. F. (2013). *Handbook of Reading Interventions*. Guilford Press.
- Perfetti C. A., Rieben, L., Fayol, M. (1997). *Learning to Spell: Research, Theory, and Practice Across Languages*. Routledge.



- Scruggs, T. E., Wong, B. (2012) *Intervention Research in Learning Disabilities*. Springer Science & Business Media.
- Semrud- Clikeman, M. (2007). *Social Competence in Children*. Springer Science & Business Media.
- Swanson,H. L., Harris, K. R., Graham, S. (2014).*Handbook of Learning Disabilities*. Guilford Publications
- Wallach, G.P. (2008). *Language Intervention for School-age Students: Setting Goals for Academic Success*. Missouri: Elsevier Health Sciences.
- Wong, B., Graham, L., Hoskyn, M., Berman, J., (2011). *The ABCs of Learning Disabilities*. Academic Press.
- Bradley, R., Danielson, L., & Hallahan, D.P. (2002) .*Identification of Learning Disabilities: Research to Practice*. Routledge. New York.
- Gargiulo., R. (2010). *Special Education in Contemporary Society: An Introduction to Exceptionality*. SAGE Publications India Pvt. Ltd. New Delhi.
- Hart, H., Whitmore, K., & Willems, G. (1999). *Neurodevelopmental Approach to Specific Learning Disorders*. Cambridge University, Press London.
- Jones, C. J. (2008). *Curriculum-based Assessment: The Easy Way to Determine Response-to-intervention*. Charles C Thomas Publisher, London.
- Lerner, J. W., & Johns, B. (2014). *Learning Disabilities and Related Disabilities: Strategies for Success*. Cengage Learning, New Jersey.
- Little, S., & Akin- Little, A. (2014). *Academic Assessment and Intervention*. Routledge, London.
- Mather, N., & Goldstein, S. (2008) .*Learning Disabilities and Challenging Behaviors: A Guideto Intervention & Classroom Management*. Paul H. Brookes Publishing Company, London.
- Morris, A., & Shankar, P. K. (2013). *Overcoming Learning Disorders*. Dr. Anjali Morris Education and Health Foundation, Morris Family Fund, Carson City, NV.
- Vinson, B. (2011). *Language Disorders Across the LifeSpan*. Cengage Learning, New Jersey.
- Westwood, P. (2005). *Spelling: Approaches to Teaching and Assessment*. Australian Council for Educational Research. Camberwell.
- Wong, B., & Butler, D. L. (2012). *Learning About Learning Disabilities*. Academic Press, London.

**Subject Name:** PRACTICAL RELATED TO DISABILITY