

ADVANCED DIPLOMA (PRIMARY TEACHER TRAINING) – PART FOUR

Optional Early Certificate: - N/A

Syllabus:-

Sr. No.	Module Code	Name of Module	Credits	Total Marks
1	ADPT141	Working with Children with Special Needs	5	100
2	ADPT142	School Organization & Administration	5	100
3	ADPT143	Foundation Course in Entrepreneurship & Management	4	100
4	ADPT144	Elementary Guidance and Counselling	5	100
5	ADPT145	School Experience Programme	5	100

Module Name: WORKING WITH CHILDREN WITH SPECIAL NEEDS

Unit 1: Understanding Special Needs – Nature and Characteristics

- Detecting and understanding children with special educational needs, disabilities and developmental delays in multiple contexts.
- Studying the need for early identification and intervention for young children.
- Recognising atypical development in context.

Unit 2: Understanding Developmental Problems and Delays in Infancy and Toddlerhood

- Attachment difficulties and disorders – autism, down’s syndrome, separation anxiety, non-organic failure to thrive, parenting problems – rejecting, anxious, over-protective parenting.
- Atypical motor development – cerebral palsy, spina bifida, down’s syndrome.
- Behavioural problems – toilet training, feeding problems, oppositional behavior.

Unit 3: Understanding Developmental Problems and Delays in the Preschool Years

- Problems of growth and feeding problems – obesity and malnutrition; impact on cognitive and motor development

- Speech, communication and interaction problems – specific language impairment, delayed speech
- Cognition and learning problems – Down’s syndrome
- Sensory and physical impairments – visual and hearing impairments
- Behavioural, social and emotional problems – oppositional behaviour, aggression, hyperactivity.

Unit 4: Understanding Developmental Problems in the Early Primary Years

- Behavioural, social and emotional problems associated with the transition to primary school – school anxiety and school refusal, hyperactivity, aggression, defiance, attention deficit and hyperactivity disorders.
- Speech, communication and interaction problems – stammering, selective mutism.
- Cognition and learning problems – dyslexia and dysgraphia.
- Pervasive developmental delays – the autism spectrum, Asperger’s syndrome.
- Sensory impairments – multiple sensory impairments.

Unit 5: Identifying Special Educational Needs of Children with Developmental Delays and Problems in the Early Years

- Working with children with developmental problems in the classroom
- Modifying program content based on the needs of individual children’s needs.
- Children with Cognition and learning problems
- Behavioural, social and emotional problems
- Speech, communication and interaction problems
- Sensory and physical problems

Unit 6: Preparing for Inclusion

- What is inclusion, difference between integration and inclusion
- Preparing an inclusive classroom – making modifications in infrastructure, adult-child ratio, curriculum, special equipment
- Developing Individual Education Plans (IEP)
- Evolving peer support for children with special needs
- Working with multiple stakeholders - parents, special educators and other service providers
- Preparing Individual Family Support Plans

Unit 7: Accessing Referral Services

- Recognising the need for referral and further assessment
- Determining when a case needs to be referred
- Working with parents and referral services on issues of children

Practicals

1. Visit an inclusive school and speak to the teacher and administrators about the principles kept in mind while developing an inclusive classroom. Identify the nature of disability in children in the classroom, the child to adult ratio, the modifications made to the classroom infrastructure and equipment keeping in mind the child's disability. Prepare a report which captures the visit and the aspects given alongside.
2. Identify two disabilities in children in the age-group of 3-8 years. Prepare two appropriate teaching aids for working with the children.
3. Develop a case study with a child with special needs. Carry out observations of the child in various settings – home, school, play, etc. Interview stakeholders to develop a comprehensive case study – parents, teachers, special educators, etc.

SUGGESTED READINGS

1. American Psychiatric Association. (2013). Diagnostic and Statistical Manual 5.
2. California Department of Education. (2009). Inclusion Works! Creating Childcare Programs that Promote Belonging for Children with Special Needs. Sacramento: California Department of Education.
3. Herbert, M. (2005). Developmental problems of Childhood and Adolescence. Malden, MA: Blackwell Publishing.
4. IGNOU Course material Certificate Course in Early Childhood Special Education Enabling Inclusion.
5. NCSE (2014). Children with Special Educational Needs. Information Booklet for Parents. National Council for Special Education. Trim, Co. Meath, Ireland.
6. Odom, S.L. & Diamond, K.E. (1998). Inclusion of Young Children with Special Needs in Early Childhood Education: The Research Base. Early Childhood Research Quarterly, 13, 1, 3-25.
7. Robinson, M. (2008). Child Development from Birth to Eight: A Journey through the Early Years. Maidenhead, UK: Open University Press.
8. Willis, C. (2008). Creating Inclusive Learning Environments for Young Children. Sage.
9. Willis, C. (2011). Guidelines and Strategies for Children with Special Needs. Lewisville, N.C.: Gryphon.

Module Name: SCHOOL ORGANIZATION & ADMINISTRATION

1. School organization of planning and management

- a. Concept of planning of school organization and management.
- b. Fundamentals of organizational behavior, Motivation, concept of theories of motivation, work motivation, Reinforcing students behavior.

- c. Communication –Meaning, process, types of communication- with school system and with other organizations, forms of communication.
- d. Leadership - Meaning, Leadership style, appropriate leadership style, Teacher’s role as a leader and his responsibilities, Headmaster - his duties and qualities.

2. School Health Programme

- a. Location of Building - accessibility.
- b. Cleanliness and Maintenance of school premises.
- c. Beautification of school premises.
- d. Facilities for Indoor, Outdoor play.
- e. Importance of playground - its development and maintenance.
- f. Criteria for selecting toys/books and other play equipment eg. safety, durability, age appropriate ness.

3. Planning of programme

- a. Time Table (Kinds, uses, Principles)
- b. Students Activities (Assembly, Dramas, Debate, community singing, organising children’s competitions in Art and Creative writing, visits, tours and exhibitions)
- c. Utilization of community resources.

4. Classroom Management

- a. Meaning and concept of classroom Management.
- b. Ensuring effective classroom management and discipline.

5. School Records

- a. Needs and Importance of school records.

Types of school records : Teacher’s Diary, Admission , withdrawl and SLC, file voucher attendance register, library book, issue register, stock register, salary being registered, free uniform distribution register, teacher attendance register, contingency distribution register, PTA records , expenditure voucher file, mid day meal register.

Module Name: FOUNDATION COURSE IN ENTREPRENEURSHIP & MANAGEMENT

- 1. Entrepreneurship:** Concept, value creation, entrepreneurial mindset-innovation and creativity, entrepreneurial decision making-use of biases and heuristics, risk bearing, social and commercial entrepreneurship.
- 2. Business:** Concept, types, facilitators and inhibitors of business, role of e-commerce and m-commerce, technological innovation and its viability, ethical considerations.
- 3. Market and Society:** Generation and utilization of resources, concept of market, exploring and segmenting the market, demand and supply factors, understanding customer adoption process.

- 4. Management:** Concept, function and culture of management, innovation and technology, managing finance, role of incentives and managing human resource.

Module Name: ELEMENTARY GUIDANCE AND COUNSELLING

1. Introduction to guidance and counselling

- a. Need, concept and importance of guidance and counselling.
- b. Areas requiring guidance at primary level-educational, personal, social, career (vocational) and how to identify problems.

2. Techniques and procedures of Guidance and Counselling

- a. Individual and Group guidance techniques
- b. Techniques of counselling-directive, non-directive and elective.
- c. Testing and Non Testing techniques of guidance
- d. Testing (Psychological tests)

3. Guidance of Children with special needs

- a. Problems and needs of children of special group such as gifted and creative, under achievers and first generation learners.
- b. Role of teachers in helping children with special needs

4. Understanding Guidance Services in Schools

- a. Elementary knowledge of guidance services, orientation services, information service, inventory service and counselling services.
- b. Maintenance of records with special reference to cumulative record card.
- c. Role of counselor in schools.

Module Name: SCHOOL EXPERIENCE PROGRAMME