



## WORKING AS TEACHER EDUCATORS-I

**Course Code:**

**Credits: 04**

**Marks: 100**

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
-	-	8	-	4

### Introduction

The course involves associating teacher-educators with a field site relevant to the area of Intellectual Disability. Teacher-educators will take up practical work in organizations working in the field of Intellectual Disability for duration of four weeks. These may include Govt./Autonomous organizations/ NGOs,/ CBR projects/ Special Schools/ Inclusive schools, etc. The practical work should be guided by faculty supervisor of the organization who should focus on enabling the student to develop linkages between “Specialisation-required courses” and “Specialisation-elective courses”.

### Objectives

After completing the course

- Teacher-educators will be able to collect information from parents and professionals about Child with Intellectual Disability.
- Teacher-educators will be able to plan, implement and evaluate IEP.
- Teacher-educators will be able to write the case study report.
- Teacher-educators will be able to collaborate with regular teachers in order to provide individual support to the Child with Intellectual Disability.

### Student learning outcome

Teacher-educators will be able to acquire skills for collecting the relevant information from parents and professionals.

Teacher-educators will be able to develop competencies required for IEP planning, implementing, evaluating and report writing.

	<b>Weightage (%)</b>
<b>MODULE I- Individualized Educational Program (IEP)</b>	100
<b>Descriptors/Topic</b> <ol style="list-style-type: none"> <li>1. Elicit information from parents and professionals the relevant information about one child with Specific Disability,</li> <li>2. Assess the child with Specific Disability, using formal and informal tools and identify the specific learning problems,</li> <li>3. Write a comprehensive assessment report by analyzing and interpreting the data collected as above</li> <li>4. Develop an appropriate educational plan (IEP) (current level, annual goals, short term</li> </ol>	



objectives, methods and material and evaluation) 5. Collaborate with the class teachers and related professional to implement the IEP 6. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes) 7. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers 8. Evaluate the child and write a report	
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**Pedagogy Methods:**

- Demonstration
- Presentation
- Case Study
- Group Work

**Lab/ Practicals details, if applicable:**

**Assessment/ Examination Scheme:**

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
NA	40	60

**Theory Assessment (L&T):**

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down)	Class Test	Project	Portfolio	Attendance	End Term Examination
Weightage (%)					

**Lab/ Practical/ Studio Assessment:**

	Continuous Assessment/Internal Assessment					End Term Examination			
Components (Drop down)	Field Interaction	Practical / Lab Record	Performance	Viva Voce	Attendance	Practical	Teaching Learning Material	Report	Viva Voce
Weightage (%)	10	5	10	10	5	20	10	10	20

**Text & References:**

**Essential Readings**

- Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
- John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. Mc Grawhill New York.



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## UTTAR PRADESH

- Kauffman, J.M., & Paynes, J.S. (1960) *Intellectual Disability: Introduction and Personal Perspectives*. Charles & Merrill, Columbus.
- Narayan, J., & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level*. NIMH, Secunderabad.