

**B.Ed. SPECIAL EDUCATION
(INTELLECTUAL DISABILITY) PROGRAMME**

**REGULATIONS, SCHEME, AND SYLLABUS
UNDER CREDIT AND SEMESTER SYSTEM
WITH INDIRECT GRADING
(With effect from 2025-26 Admission)**

**MAHATMA GANDHI
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**B.Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY)
PROGRAMME
UNDER CREDIT AND SEMESTER SYSTEM WITH INDIRECT GRADING**

1. Title

These regulations shall be called “Regulations for B.Ed. Special Education (Intellectual Disability) Programme under Credit and Semester System with Indirect Grading, 2025”.

2. Scope

- 2.1 Applicable to B.Ed. Special Education (Intellectual Disability) Programme conducted by the University with effect from 2025 admission.
- 2.2 This revision is aimed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right- based and barrier free environment.
- 2.3 The provisions herein supersede all the existing regulations for the B. Ed. Special Education (Intellectual Disability) Programme to the extent prescribed.

3. Preliminaries

The present syllabi of B.Ed Special Education is revised keeping in view the provisions of RPWD Act (2016) and the NEP (2020).The courses revised includes introduction to disabilities that would sensitize the learners about the 21 disabilities and its differential needs with respect to accessibility, reasonable accommodations and facilitating effective participation. The course on education of children with disabilities that is based on the Supreme Court guidelines will help learners understand their role in various educational set ups. A course in supportive skills for education of students with disabilities endeavours to prepare the learners with basic essential skills for orientation mobility, Braille, Indian Sign Language and Educational bilingualism. The syllabi has the latest technology and will prepare the learners to undertake pedagogy using the suggested skills of enhancing communication, creativity, critical thinking and collaborations. The course on Life skills across life span and the employability module will assist the learners in preparation of their careers and contribute for empowerment of persons with disabilities.

4. Definitions

- 4.1 **Programme** means a two year course of study and examinations spread over four semesters, the successful completion of which would lead to the award of a degree in Special Education.
- 4.2 **Course** means a complete unit of learning which will be taught and evaluated within a semester.
- 4.3 **Core course** means a course that comes under the category of courses which are compulsory for all students undergoing the B.Ed. Special Education programme.
- 4.4 **Cross Disability and Inclusion courses** means theory, practical as well as field

engagement related to all disabilities and specialization of any one Disability other than Intellectual Disability.

- 4.5 **Specialization courses** are meant for developing comprehensive knowledge, attitude and skills among student teachers for effectively teaching students with mental retardation in inclusive as well as special setting.
- 4.6 **Credit** is the measure to assess the value of a course in terms of the weekly contact hours assigned to a course in a semester. One credit for the B.Ed. Special Education programme is deemed equivalent to 20 study hours.
- 4.7 **Grade** means a letter symbol (e.g., A, B, C, D, etc.) which indicates the broad level of performance of a student in a course/semester/programme.
- 4.8 **Grade point** is the numerical indicator of the percentage of marks awarded to a student in a course.
- 4.9 **College Coordinator:** College Coordinator is a teacher nominated by the college staff council to coordinate the continuous evaluation undertaken by various course coordinators within the college. She/he shall be nominated to the college level monitoring committee.
- 4.10 **Course Coordinator:** Course Coordinator is a teacher nominated by the college to coordinate the continuous evaluation undertaken in that course.
- 4.11 **Grace Marks:** Grace Marks shall be awarded to candidates as per the University Orders issued from time to time.
- 4.12 **Faculty Advisor** means a teacher from the college nominated by the staff council, who will advise the student in the academic matters.
- 4.13 **Semester** means a term consisting of a minimum of 100 working days, exclusive of admission and examination days, within 20 five day academic weeks.
- 4.14 **Academic week** is a unit of five working days in which distribution of work is organized from day one to day five, with six contact hours of one hour duration on each day.

5. Objectives

The B.Ed. Special Education (Intellectual Disability) programme aims to develop Special Education Teachers/Educators for children with intellectual disability for various settings (including Inclusive, Special, Open School and Home Based education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and thus being teachers for all children. After completing the B.Ed. Special Education programme the students will:

- a. Acquire knowledge and skills about human development, contemporary Indian Education, and pedagogy of various school subjects and assessment for learning.

- b. Acquire knowledge and skills about nature and educational needs of children with specific disability.
- c. Develop conceptual understanding of educational provisions and skills for working with children with various disabilities in Special and Inclusive settings.
- d. Enhance knowledge and skills for professional development.

6. Nomenclature

The new nomenclature of B.Ed. Special Education (**Mental Retardation**) programme will be **B.Ed. Special Education (Intellectual Disability)**.

7. Eligibility for admission and reservation of seats

- 7.1 Eligibility for admission, Norms for admission and Reservation of seats for B.Ed. Special Education Programme shall be according to the rules framed by the University and Government from time to time.
- 7.2 Candidates who have passed **any graduate** level degree examination which is recognized by Mahatma Gandhi University with the prescribed minimum aggregate marks or equivalent grade are eligible for admission.
- 7.3 Candidates who are parents or siblings of children with intellectual disability will be given 3% concession in aggregate marks.
- 7.4 Candidates with a Bachelor's degree in any branch of Disability Studies (BMR/BRS/ BRSC, etc) and/or Master's degree in Disability Studies with Mental Retardation/ ID as elective subject are eligible for a weightage of 5% marks.
- 7.5 Candidates with a minimum of 5 years teaching experience after taking Diploma in Special Education (Mental Retardation/ IDD) are eligible for a relaxation of 5% marks.

8. Duration

- 8.1 The duration of B.Ed. Special Education programme shall be four semesters spread over two years.
- 8.2 The duration of each semester shall be of 100 days spread over 20 working weeks.
- 8.3 The duration of odd semesters shall be from **June to October** and that of even semesters from **November to March**. There shall be three days semester break after odd semesters and two months vacation during April and May in every academic year.
- 8.4 A student may be permitted to complete the programme, on valid reasons, within a period of three years from the date of admission to the programme.
- 8.5 Readmission: Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. If there is a change in the scheme any time later, candidate will have to join the course as a fresh entrant, if otherwise eligible.

9. Registration

- 9.1 Each student shall register for the courses in the prescribed registration form in consultation with the Faculty Advisor within two weeks from the commencement of each semester. Faculty Advisor shall permit registration on the basis of preferences of the student and availability of seats.
- 9.2 The number of courses/credits that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted.
- 9.3 A student can opt out of a course/courses registered subject to the minimum credits requirement, within seven days from the commencement of the semester.
- 9.4 The college shall send a list of students registered for the programme in each semester giving the details of courses registered including repeat courses to the university in the prescribed form within 20 days from the commencement of the semester.

10. Attendance

- 10.1 Those students, who have a minimum of 80% attendance for all theory and practical courses, and 90% for school internship, can register for End Semester University Examination. Condonation of shortage of attendance shall be as per existing University rules. Those students who are not eligible even with condonation of shortage of attendance shall repeat the programme by taking readmission with the concurrence of the University. Condonation of attendance shall be limited to once during the entire programme.
- 10.2 Candidates who register his/her name for the end semester University examination for a semester will be eligible for promotion to the next semester.
- 10.3 A student who has completed the entire curriculum requirement, but could not register for the semester examination can register notionally for getting eligibility for promotion to the next semester subject to the concurrence of the University.
- 10.4 All the practical works (Engagement with the field) related to all the courses have to be compulsorily completed by all the students to be eligible for appearing for the practical examination of the External Practical Board.
- 10.5 Students who are eligible /have attended the practical examinations of the External Practical Board, alone will be permitted to register for theory examinations.

11. Medium of instruction and examination

The medium of instruction and examination of the programme shall be English.

12. Examination

The academic growth of the student is evaluated through Continuous Internal Assessment and End Semester External Examination. The external practical examinations will be conducted for Group Teaching, Teaching in Inclusive set up, Resource Room Teaching in Regular School and Teaching of General Subjects. The external practical

examination will be done by the Board of Practical examination constituted by the University. All students should appear before the Board of Practical Examination for external evaluation.

12.1 The evaluation of each course shall contain two parts:

- Internal or In-Semester Assessment (ISA)
- External or End-Semester Assessment (ESA)

12.2 There shall be a maximum of 80 marks for external evaluation and maximum of 20 marks for internal evaluation for the theory papers.

12.3 There will be no supplementary examinations. For reappearance/improvement, the students can reappear along with the next batch.

12.4 A candidate who has not secured minimum marks/credit in internal examinations can re-do the same in concurrence with the University. They should register and reappear for internal examination along with the subsequent batch.

12.5 A candidate who has not secured minimum marks/grades in external examinations in any of the course/courses can reappear for the same within the specified period mentioned in 8.4.

12.6 A candidate who has secured minimum marks/grades in external examinations in all the courses and fails to get semester minimum has to reappear for all the courses within the specified period mentioned in 8.4.

12.7 A candidate who failed to secure minimum grade points in any of the courses of B.Ed. Special Education programme, can re-do the same with the ensuing batch in concurrence with the university.

12.8 All courses shall have unique alphanumeric code. Each teacher working in affiliated institutions shall have a unique identification number and this number is to be attached with the codes of the courses for which he/she can perform examination duty.

13. Credit Point and Credit Point Average

13.1 Credit Point (CP) of a course is calculated using the formula, $CP = C \times GP$, Where C = Credit; GP = Grade Point

13.2 Credit Point Average (CPA) of a Semester/Programme is calculated using the formula, $SCPA = TCP/TC$, where TCP = Total Credit Point; TC = Total Credit.

13.3 Semester Credit Point Average shall be denoted as SCPA and Cumulative Credit Point Average as CCPA.

13.4 Cumulative Credit Point Average (CCPA)

$$= \frac{SCPA \text{ I} + SCPA \text{ II} + SCPA \text{ III} + SCPA \text{ IV}}{4}$$

13.5 For all courses, grades are given on a 07-point scale based on the total percentage of marks (ISA+ESA) as given below.

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80 - 89	A - Excellent	9
70 - 79	B – Very Good	8
60 - 69	C - Good	7
50 - 59	D - Satisfactory	6
40 - 49	E - Adequate	5
Below 40	F - Failure	4

Note: Decimals are to be rounded to the next whole number

Overall Grade for the B.Ed Special Education Programme is calculated on a seven point scale.

Grades for the different semesters and overall programme are given based on the corresponding CPA as shown below:

CPA	Grade
Above or equal to 9.5	A+ - Outstanding
Above or equal to 9, but below 9.5	A - Excellent
Above or equal to 8, but below 9	B – Very Good
Above or equal to 7, but below 8	C - Good
Above or equal to 6, but below 7	D - Satisfactory
Above or equal to 5, but below 6	E - Adequate
Below 5	F - Failure

13.6 For a pass in the examination of B.Ed. Special Education programme, a candidate should secure a minimum of E Grade (CPA = 5) in aggregate for each semester with a minimum of E Grade (40% Marks) in each theory course and D Grade (50% Marks) for each practical course (Engagement with the field) and Viva – voce. A separate minimum of 30 % marks each for internal and external assessment of all individual theory courses is required for pass for a course.

14. Internal Assessment

14.1 The internal assessment of all components of theory courses are to be published

before the University Examinations and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the college for two years after the end of the programme and shall be made available for verification by the University if needed. All the documents and records pertaining to the practical courses shall be made available before the External Examination Board constituted by the University. The responsibility of internal assessment is vested on the course coordinator. If any irregularities are found in the matter of examination, it shall be reported to the University.

- 14.2 Internal evaluation of theory courses shall be done by class tests and the related practicum. Two class tests and one practicum shall be done by all students for every course.

15. Grievance Redressal Mechanism

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students, a three-level Grievance Redressal Mechanism is envisaged. A student can approach the upper level only if the grievance is not addressed at the lower level.

Level I - Teacher level: The teacher concerned.

Level II - College level: A committee with the Principal as Chairman, College Coordinator, Course Coordinator, and Faculty Advisor, as members.

Level III – University level: A committee with the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener –Syndicate sub-committee on Students Discipline and Welfare, Chairman-Board of Examinations as members and the Controller of Examinations as member secretary.

16. External Evaluation

- 16.1 External evaluation of all theory courses shall be done by End Semester Examinations conducted by the University.

- 16.2 External evaluation of practical courses in the II, III and IV semesters shall be done by the examination board constituted by the University from time to time. There shall be no external examination for practical courses in the I semester. The examination board shall comprise of the chairperson and two experts. The examination board shall evaluate the teaching competence of each student teacher by observing the Group Teaching, Teaching in Inclusive set up, Resource Room Teaching in Regular School and Teaching of General Subjects in the respective semesters. The examination board shall evaluate all the documentary evidences in the form of records, reports, and materials.

17. Mark Distribution for External Examination and Internal Evaluation

The external examination of all semesters shall be conducted by the University at the end of each semester. Internal evaluation is to be done by continuous assessment.

Marks distribution for external and internal assessments and the components for internal evaluation with their marks are shown below:

For theory courses with a total of 100 marks

- Marks of external examination : 80
- Marks of internal evaluation : 20

For theory courses with a total of 80 marks

- Marks of external examination : 65
- Marks of internal evaluation : 15

For theory courses with a total of 60 marks

- Marks of external examination : 45
- Marks of internal evaluation : 15 For practical courses with a total of 120 marks
- Marks of external examination : 50
- Marks of internal evaluation : 70 For practical courses with a total of 100 marks
- Marks of external examination : 40
- Marks of internal evaluation : 60

For viva voce with a total of 40 marks

- Marks of external examination : 30
- Marks of internal evaluation : 10

Components of Internal Evaluation of Theory courses.

All the components of the internal assessment are mandatory.

Components of Internal Evaluation	Marks
Assignment/Seminar (based on practicum)	50%
Test paper(average of at least 2)	50%
Total	100%

18. Scheme of Examinations

18.1. Pattern of questions

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question paper setter shall submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of objective type, short answer type, short essay type/problem solving type and long

essay type questions.

18.2. Different types of questions and distribution of marks for theory papers of 80 marks (5 credits) and 3 hours duration.

Type of questions	Total number of questions	Number of questions to be answered	Marks of each question	Total marks
Very short answer	10	10	1	10
Short answer	11	8	2	16
Short essay/Problem Solving	8	6	4	24
Essay/Higher Order Thinking	4	2	15	30
Total	33	26	--	80

18.3. Different types of questions and distribution of marks for theory papers of 65 marks (4 credits) and 2 hours 30 minutes duration.

Type of questions	Total number of questions	Number of questions to be answered	Marks of each question	Total marks
Very short answer	11	11	1	11
Short answer	7	5	2	10
Short essay/Problem Solving	8	6	4	24
Essay/Higher Order Thinking	4	2	10	20
Total	30	24	--	65

18.4. Different types of questions and distribution of marks for theory papers of 45 marks (3 credits) and 2 hours duration.

Type of questions	Total number of questions	Number of questions to be answered	Marks of each question	Total marks
Very short answer	11	11	1	11
Short answer	8	6	2	12
Short essay	5	3	4	12
Essay	2	1	10	10
Total	26	21	--	45

18.5 Specifications for Practical Courses

Semester I

SEM 127 Cross Disability and Inclusion - Record of Practical Works

Component	Marks 120	
	Internal	External
School visits and reporting	15	-
Observation at 3 Special schools ID/SLD/ASD/HI/VI	30	-
Observation, Assessment & IEP at Special school for CWID	60	-
Observation at Inclusive School	15	-
Total	120	

Semester II

SEM 133: Practical Course related to Intellectual Disability

Evaluation of Record of Practical work and Teaching at Various Levels

Component	Marks 120	
	Internal	External
IEP Record	-	15
Teaching - curriculum	30	15
Teaching -Co-curriculum	30	15
Micro Teaching Record	10	5
Total	70	50

Semester III

SEM 137: Practical Course related to Intellectual Disability

Evaluation of Record of Practical work and Teaching at Various Levels

Component	Marks 100	
	Internal	External
Macro Teaching Language & Non Language	15	10
Inclusive Teaching Language & Non Language	15	10
Resource Room Teaching	10	10
School Sensitization Record	5	5
Observation of Support services- ST, PT & OT	15	5
Total	60	40

**SEM 138: Intellectual Disability- Special School-Internship- Evaluation of
Record of Practical work and Teaching at Various Levels**

Component	Marks 100	
	Internal	External
Teaching at Different Level - Curriculum	30	20
Teaching at Different Level - Co-curriculum	30	20
Behaviour Modification Record	20	10
Total	80	50

Semester IV

**SEM 145: Cross Disability and Inclusion
Evaluation of Record of Practical work and Teaching at Various Levels**

Component	Marks 120	
	Internal	External
Lesson Planning and execution on different levels for selected subjects	50	40
Total	50	40

**SEM 146: Other Disability Special School – Internship
Evaluation of Record of Practical work and Teaching at Various Levels**

Component	Marks 100	
	Internal	External
Classroom Teaching at Various Levels	60	40
Total	60	40

SEM 147: Inclusive School – Internship

Evaluation of Record of Practical work and Teaching at Various Levels

Component	Marks 100	
	Internal	External
Classroom Teaching at Various Levels	60	40
Total	60	40

SEM 148: Viva-voce

Component	Marks 40	
	Internal	External
Comprehensive Viva-Voce	10	30
Total	10	30

Note: Distribution of marks for all types of Classroom Teaching may be given as follows

Component - Class Room Teaching	Mark %
Lesson plan	20
Motivation	10
Teacher's activity	25
Learner's activity	10
Teaching aids	15
General performance	10
Viva	10
Total	100

Note: Distribution of marks for IEP Records may be given as follows

Component - Class Room Teaching	Mark %
Assessment	20
Intervention	30
Record maintenance	20
Teaching aids	20
Viva	10
Total	100

19. Mark cum Grade Card

The University under its seal shall issue to the students a MARK CUM GRADE CARD on completion of each semester, which shall contain the following information:

- Name of the University
- Name of the College

- Title of the Programme
- Name of the Semester
- Name and Register Number of the Student
- Code, Title, Credits, and Maximum Marks (Internal, external and Total) of each course opted in the semester.
- Internal, External and total Marks awarded, Grade, Grade point and Credit point in each course opted in the semester.
- Institutional average of the Internal examination and University average of the External Examination in each course.
- The total credits, total marks (Maximum and Awarded) and total credit points in the semester.
- Semester Credit Point Average (SCPA) and corresponding Grade.
- Cumulative Credit Point Average (CCPA) corresponding to Core courses, Cross Disability and Inclusion courses, Mental Retardation courses, Enhancement of Professional Capacities courses, Practical courses related to Disability, Field Engagement/School Attachment/Internship courses, and Viva-voce (separately and together) and whole programme, as the case may be.
- The final Mark cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the final semester examination and shall include the final grade/marks scored by the candidate from 1st, 2nd and 3rd semesters, as the case may be, and the overall grade/marks for the total programme.

20. Monitoring Committee

There shall be 2- level monitoring committee for the successful conduct of the scheme. They are:

- College Level: A committee with the Principal as Chairman, College Coordinator, Course Coordinator and the Faculty Advisor as members.
- University Level: A Committee constituted by the by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener of Syndicate subcommittee on Students Discipline and Welfare, Chairman – Board of Examinations as members and the Controller of Examinations as member secretary.

21. Transitory Provision

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

22. Provision

The Regulations of B.Ed. Special Education (Intellectual Disability) Programme, now in force is applicable to programme offered by the University to admissions made up to and including the academic year 2025-2026.

Grade and Grade Point

Grades and Grade Points are given on a 7 – point scale based on the percentage of Total marks

(Internal + External) as given in Table 1.

Table 1

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80 - 89	A - Excellent	9
70 - 79	B – Very Good	8
60 - 69	C - Good	7
50 - 59	D - Satisfactory	6
40 - 49	E - Adequate	5
Below 40	F - Failure	4

Overall Grade and Semester Grade for the B.Ed. Programme is calculated on a 7 point scale. Grades for the different Semesters and overall Programme are given based on the corresponding CPA, as shown below.

Table 2

CPA	Grade
Above or equal to 9.5	A+ - Outstanding
Above or equal to 9, but below 9.5	A - Excellent
Above or equal to 8, but below 9	B – Very Good
Above or equal to 7, but below 8	C - Good
Above or equal to 6, but below 7	D - Satisfactory
Above or equal to 5 but below 6	E - Adequate
Below 5	F - Failure

Credit point (CP) of a Course is calculated using the formula

$$\text{CP} = \text{C} \times \text{GP}, \text{ where C = Credit; GP = Grade point}$$

Credit Point Average (CPA) of a Semester is calculated using the formula

$$\text{SCPA} = \frac{\text{TCP}}{\text{TC}}, \text{ where TCP = Total Credit Point; TC = Total Credit.}$$

TC

CCPA is the average of SCPA I, SCPA II, SCPA III and SCPA IV.

23. Scheme of the Programme

23.1 The Revised B.Ed. Special Education (Intellectual Disability) programme shall include

- Core courses
- Cross Disability and Inclusion courses
- Specialization courses
- Courses for Enhancement of Professional Capacities
- Practical courses
- Field Engagement/School Attachment/Internship courses
- Viva-voce.

23.2 Programme Framework

Semester	Working Days	Working Hours	Marks		Credits		Total	
			Theory	Practical	Theory	Practical	Marks	Credits
I	100	600	480	120	24	6	600	30
II	100	600	480	120	24	6	600	30
III	100	600	400	200	20	10	600	30
IV	100	600	240	360	12	18	600	30
Total	400	2400	1600	800	80	40	2400	120

Structure of the Programme

Structure for 2 years: Type of Courses and Minimum Credit Requirements

Code	Area	Courses	Credits	Marks
A	Theory: Core courses	5	23	460
B	Theory: Cross Disability and Inclusion courses	6	23	460
C	Theory: Intellectual Disability Specialization courses	5	22	440
D	Theory: Enhancement of Professional Capacities (EPC)/Professional Development Courses	3	9	180
G1	Employability Skills	1	3	60
E	Practical courses related to Disability	4	23	460
F	Field Engagement/School Attachment/Internship Courses	3	15	300
G 2	Viva-voce	1	2	40
	Total	28	120	2400

All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practical relating to the concerned course.

AREA A: CORE COURSES

A1	Human Growth and Development
A2	Contemporary India and Education
A3	Learning, Teaching and Assessment
A4	Pedagogy of Teaching (Special reference to Intellectual Disability) Any one
	Part I: Science (Special reference to Intellectual Disability)
	Part II: Mathematics (Special reference to Intellectual Disability)
	Part III: Social Studies (Special reference to Intellectual Disability)
A5	Pedagogy of Teaching (Special reference to Intellectual Disability) Any one
	Part IV: Hindi/Malayalam(Special reference to Intellectual Disability)
	Part V: English (Special reference to Intellectual Disability)

AREA B: CROSS DISABILITY AND INCLUSION

Note:

- a. All trainees will be learning about all disabilities (theory, practical as well as field engagement) and specialization in **any one disability other than Intellectual Disability**.
- b. Institutions / organizations offering B.Ed.Special Education (Intellectual Disability) are expected to decide out of VI / HI / LD / ASD / MD.
- c. In case of teacher trainees with disability; the choice of two optional courses from B-11 or B-12 can be on case to case basis (e.g. Students with Visual Impairment may opt for two papers from B11 only).

B1	Introduction to Disabilities
B2	Introduction to Education of Students with Disabilities
B3	Equitable & Inclusive Education
B4	Life Skills across Life Span
B5	Supportive Skills for the Education of Children with Disabilities
B6	Skill-Based Optional Course (anyone)

B6: Skill Based Optional Course (**ANY ONE**)

A	Guidance and Counselling
B	Positive Behaviour Supports
C	Early Childhood Care & Education
D	Community-Based Rehabilitation
E	Application of ICT in Classroom
F	Disability, SEDGs, and Gender

AREA C: INTELLECTUAL DISABILITY COURSES

C1	Identification of Disability & Assessment of Needs
C2	Curriculum Development, Adaptation and Evaluation
C3	Intervention & Teaching Strategies

C4	ICT & Assistive Technology
C5	Psycho-Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D1	Reading and Reflecting on Texts
D2	Drama and Art in Education
D3	Basic Research & Basic Statistics

AREA G – EMPLOYABILITY SKILLS

G	Employability Skills
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AREA E: PRACTICAL RELATED TO DISABILITY

E1	Cross Disability and Inclusion (Part of Area B)
E2	Intellectual Disability (Part of Area C)

AREA F: FIELD ENGAGEMENT/SCHOOL ATTACHMENT/INTERNSHIP

F1	Intellectual Disability Special School (Related to Area C)
F2	Other Disability Special School (Related to Area B)
F3	Inclusive School (Related to Area B & C)

AREA G: VIVA-VOCE

The practical board shall conduct viva voce along with the practical examinations of the IVth Semester for each candidate and award mark/grade on the basis of the performance of the candidates.

23.3 SEMESTER-WISE STRUCTURE

SEMESTER – I

Course	Course Code and Title	Instructional Hours	Credits	Marks		
				Internal	External	Total
A 1	SEM 121 Human Growth & Development	80	4	15	65	80
A 2	SEM 122 Contemporary India and Education	80	4	15	65	80
B 1	SEM 123 Introduction to Disabilities	80	4	15	65	80
B 2	SEM 124 Introduction to Education of Students with Disabilities	80	4	15	65	80
C 1	SEM 125 Identification of Disability & Assessment of Needs	80	4	15	65	80
C 3	SEM 126 Intervention & Teaching Strategies	80	4	15	65	80
E 1	SEM 127 Practical: Cross Disability and Inclusion	120	6	120	-	120
Total		600	30	210	390	600

SEMESTER II

Course	Course Code and Title	Instructional Hours	Credits	Marks		
				Internal	External	Total
A 3	SEM 128 Learning ,Teaching and Assessment	100	5	20	80	100
A 4	(ANY ONE from A4 Part I to Part III)(Special reference to MR) SEM 129.1 Pedagogy of Teaching Science SEM 129.2, Pedagogy of Teaching Mathematics SEM 129.3, Pedagogy of Teaching Social Studies	100	5	20	80	100
A 5	(ANY ONE from A5 Part IV to Part V) (Special reference to MR) SEM130.1 Pedagogy of Teaching Hindi SEM130.2 Pedagogy of Teaching Malayalam SEM130.3 Pedagogy of Teaching English	100	5	20	80	100
B 3	SEM 131 Equitable & Inclusive Education	80	4	15	65	80
C 2	SEM 132 Curriculum Designing, Adaptation and Evaluation	100	5	20	80	100
E 2	SEM 133 Practical: Intellectual Disability	120	6	70	50	120
Total	600	30	165	435	600	

SEMESTER III

Course	Course Code and Title	Instructional Hours	Credits	Marks		
				Internal	External	Total
B5	SEM 134 Supportive Skills for the Education of Children with Disabilities	100	5	20	80	100
C 4	SEM 135 ICT & Assistive Technology	100	5	20	80	100
C 5	SEM 136 Psycho-Social and Family Issues	80	4	15	65	80
E 3	SEM 137 Practical: Intellectual Disability	100	5	60	40	100
F 1	SEM 138 Intellectual Disability Special school (Related to Area C)	100	5	60	40	100
D 1	SEM 139 Reading and Reflecting on Texts (EPC)	60	3	15	45	60
D 2	SEM 140 Performing and Visual Arts (EPC)	60	3	15	45	60
Total		600	30	205	395	600

SEMESTER IV

Course	Course Code and Title	Instructional Hours	Credits	Marks		
				Internal	External	Total
B4	SEM141. Life Skills across Life Span	60	3	15	45	60
B 6	Skill Based Optional course (Cross disability and Inclusion) ANY ONE SEM142.1 Guidance and Counselling SEM 142.2 Early Childhood Care & Education SEM 142.3 Positive Behaviour Supports SEM 142.4 Community-Based Rehabilitation SEM 142.5 Application of ICT in Classroom SEM 142.6 Disability, SEDGs, and Gender	60	3	15	45	60
D 3	SEM 143 Basic Research & Basic Statistics	60	3	15	45	60
G1	SEM 144. Employability Skills	60	3	15	5	60
E 4	SEM 145. Practical: Cross Disability and Inclusion	120	6	70	50	120
F 2	SEM 146. Other Disability Special School	100	5	60	40	100
F 3	SEM 147. Inclusive school	100	5	60	40	100
G2	SEM 148. Viva - Voce	40	2	10	30	40
	Total	600	30	260	340	600

SEMESTER 1

Course Code (A1) Credit: 04, Hours: 80

SEM 121, Human Growth & Development

Introduction

This course is designed to enable learners to become familiar with the dynamic aspects of human growth and development over the lifespan. Major theoretical perspectives in developmental psychology are included. Learners will gain a deeper understanding of transitions between major life phases, and a broad knowledge of development within each life stage. Through close observation of children in their natural environments the learners would be able to situate their theoretical knowledge within realistic frames. The course content will help learners to apply the knowledge in their profession.

Learning outcomes

After studying this course the student-teachers will be able to

- Explain the process of development with special focus on infancy, childhood and adolescence.
- Summarize the theoretical approaches on Human Development
- Critically analyzed developmental variations among children.
- Comprehend adolescence as a period of transition and threshold of adulthood.

Unit 1: Approaches to Human Development

- 1.1 Human development as a discipline from infancy to adulthood
- 1.2 Concepts and Principles of development
- 1.3 Developing Human-
Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood);
Human health and hygiene
- 1.4 Influence of Nature and Nurture on Development (Physical, Sensory-perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)
- 1.5 Domains of Development (Physical, Sensory-perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Perspectives on Human Development

- 2.1 Psycho dynamic Theories
 - 2.1.1 Sigmund Freud's Psychoanalytic Theory
 - 2.1.2 Erikson's Psychosocial Theory
- 2.2 Behaviourist Theories:

- 2.2.1 Ivan Pavlov's Classical Conditioning Theory
- 2.2.2 B.Fredrick Skinner's Operant Conditioning Theory
- 2.3 Humanistic Theory and Social Theory
 - 2.3.1 Abraham Maslow's Theory
 - 2.3.2 Lev Vygotsky's Socio-cultural Theory
- 2.4 Cognitive Theory
 - 2.4.1 Jean Piaget's Theory
- 2.5 Ecological theory
 - 2.5.1 Bronfenbrenner's Ecological Systems Theory

Unit 3: Prenatal and Early years (Zero-Eight years)

- 3.1 Prenatal development :Conception, stages and influences on prenatal development
- 3.2 Birth and Neonatal development: Screening the new born APGAR Score, Reflexes and responses, neuro-perceptual development
- 3.3 Milestones and variations in Development
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development

Unit 4: EarlyAdolescence (From nine years to eighteen years)

- 4.1 Emerging capabilities across domains of physical and social emotional
- 4.2Emergingcapabilitiesacrossdomainsrelatedtocognition-metacognition,creativity,ethics
- 4.3 Issues related to puberty
- 4.4 Gender and development
- 4.5 Influence of the environment(social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

- 5.1 Psychological well-being
- 5.2 Formation of identity and self-concept
- 5.3 Emerging roles and responsibilities
- 5.4 Life Skills and independent living
- 5.5 Career Choices

Engagement with the field as part of courses indicated below

Hand son Experience

1. Observe children in early childhood education programme. Assess a child's strengths and needs across all developmental and behavioral dimensions in the early childhood years and record
2. Critically evaluate the intervention programme related health, nutrition and Education of young children
3. Discuss the theoretical approaches of human development in the seminar/workshop in the classroom
4. Writing Journal for reflection and case study

Suggested Readings

- Berk, L.E. (2000). Human Development . Tata Mc. Graw Hill Company, New York.
- Berk, L.C. (2008). Child Development, New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Brisbane, E.H. (2004). The developing child. Mc. Graw Hill, USA.
- Dasgupta, P., & Hauspie, R. (2023). "Perspectives in Human Growth, Development and Maturation." New Delhi: Jaypee Brothers Medical Publishers.
- Cheung, Y. B. (2023). "Statistical Analysis of Human Growth and Development." Boca Raton: CRC Press.
- Cheung, Y. B. (2023). "Statistical Analysis of Human Growth and Development." Boca Raton: CRC Press.
- Cobb, N.J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
- Elizabeth B. Hurlock (1980). *Developmental Psychology: A Life-Span Approach*, Prentice Hall, New Delhi.
- Hurlock, E.B. (2005). Child growth and development. Tata Mc. Graw Hill Publishing Company, New York.
- Hurlock, E. B. (2006). Developmental Psychology- A lifespan approach. Tata Mc. Graw Hill Publishing Company, New Delhi.
- Meece, J.S., & Eccles, J.L. (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.
- Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
- Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.

- Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc. Graw Hill Publishing Company, New York
- . Sudha, R. K., & Srivastava, S. (2023). "Textbook of Human Development." New Delhi: Jaypee Brothers Medical Publishers.
- Santrock, J. W. (2006). Child Development., Tata Mc. Graw Hill Publishing Company, New York.
- Santrock, J. W. (2007). Adolescence. Tata Mc. Graw Hill Publishing Company, New Delhi.
- Papalia, D., & Olds, S. (2023). "Human Development." Boston: McGraw-Hill Education.
- Panda, P. K. (2023). "Human Development and Social Security in India." New Delhi: Academic Publishers.

SEMESTER 1

Course Code (A2) Credit: 04, Hours: 80
SEM 122, CONTEMPORARY INDIA AND EDUCATION

Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

Learning outcomes

After completing this course the student-teachers will be able to-

- Explain the history, nature and process and Philosophy of education
- Analyse the role of educational system in the context of Modern Ethos
- Understand the concept of diversity
- Develop an understanding of the trends, issues, and challenges faced by the contemporary. Indian Education in global context.

Unit 1: Philosophical Foundations of Education

- 1.1 Education: Concept, definition aim and scope
- 1.2 Agencies of Education: School, family, community and media
- 1.3 Schools of Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism.
- 1.4 Classical Indian Perspective: Buddhism, Jainism.
- 1.5 Indian Philosophers: Sonam Wangechuk, Krishna Murthy, Aurobindo.

Unit 2: Understanding Diversity

- 2.1 Concept and Nature of Diversity
- 2.2 Types of Diversity: Gender, Transgender, and linguistic.
- 2.3 Diversity: Cultural, socio-economic and disability
- 2.4 Diversity and learning styles
- 2.5 Gender Equality as a Sustainable Development Goal (UN SDG5), Education as a Sustainable Development Goal (UN SDG4), Reduced Inequality as a Sustainable Development Goal (UN SDG10).

Unit 3: Contemporary Issues and Concerns

- 3.1 Right to Education and Universal Access
- 3.2 Issues of Universal enrolment, Universal retention and Universal learning
- 3.3 Equal Educational Opportunity: Forms of inequalities, minority groups and related issues

- 3.4 Types of inequalities-gender, special needs and disability.
- 3.5 Inequality in Schooling: Public-private schools, rural-urban schools, regular and distance education system.

Unit 4: Education Commissions and Policies

- 4.1 Constitutional provisions on education that reflect National Ideals: Equality, Liberty, secularism, and social justice
- 4.2 National Commissions and Policies: NEP 2020, National Curriculum Framework for Teacher Education, (2009), National Curriculum Framework for School Education, 2009, (NCFSE2023.)
- 4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) and The Right of persons with Disability Act 2016.
- 4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
- 4.5 International Conventions and Policies: UNCRPD, 2006; MDG, 2015 INCHEON strategies (United Nations effort, Incheon Gan 2030)

Unit 5: Issues and Trends in Education

- 5.1 Challenges of education from preschool to senior secondary
- 5.2 Inclusive education as a rights based model
- 5.3 Complementarities of inclusive and special schools-Challenges
- 5.4 Professional Development of Teachers: Aspiration and Qualities of Teachers, and Professional Development of Teachers.
- 5.5 Strategies for addressing the issues of professional development of teachers.

Some Suggested Activities on contemporary issues

- Comparative study of different settings
Educational debates and movements.
- Human rights, minority rights

Essential Readings

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi.
- Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India.
- DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (now Ministry of Education, New Delhi.

- DoSEL (2023). National Curriculum Framework for School Education 2023., Department of School Education and Literacy, Ministry of Education), New Delhi.
- Pangatungan, M. (2022). Special education book: a resource book for teachers and other professionals servicing students with disabilities. Palmetto publishing.

SEMESTER 1

Course Code (B1) Credit: 04, Hours: 80
SEM 123, Introduction to Disabilities

Introduction

This course is designed to provide an overview to disabilities. While specifically understanding the types and needs of various disabilities, the course also aims to develop knowledge and understanding about vital provisions as per the Rights of Persons with Disabilities Act (RPwD 2016) for empowering persons with disabilities. The course also intends to develop sensitivity towards persons with disabilities which is essential while working and teaching children with disabilities.

Learning outcomes

After completing the course, the learners will be able to:

- Explain the various terms associated with disabilities
- Classify various disabilities according to different frameworks
- Describe the vital provisions for empowering persons with disabilities
- Give details of the prevalence, characteristics and needs of various disabilities
- Discuss the sensitivity to be kept in mind while working with persons with disabilities

Unit I: Basics of disability

- 1.1 Exceptionality: Concept, Types, Strengths and Characteristics
- 1.2 Diversity, Difficulty, Delay & Disability in learners
- 1.3 Myths and realities about disabilities. 2e- Twice exceptionality
- 1.4 21 Specified disabilities in RPwD (2016) and their educational implications
- 1.5 International Classification of Functioning (ICF) framework of WHO; inaccessible environments as a source of barriers for learners with disabilities

Unit 2: Significant provisions for empowerment of learners with disabilities in RPWD Act (2016)

- 2.1 Respect for difference and acceptance of persons with disabilities as part of human diversity
- 2.2 Benchmark disabilities & high support needs
- 2.3 Reasonable accommodations, equality and equity
- 2.4 Accessibility & barrier free environment for different disabilities
- 2.5 Effective participation and inclusion

Unit 3 Characteristics, incidence, prevalence, types, and needs of persons with;

- 3.1 Locomotor disabilities and Muscular Dystrophy
- 3.2 Cerebral Palsy and other neurological conditions
- 3.3 Blindness and Low vision
- 3.4 Hearing impairment
- 3.5 Speech and language disabilities

Unit 4 Characteristics, incidence, prevalence, types, and needs of persons with;

- 4.1 Intellectual disability
- 4.2 Autism Spectrum Disorder
- 4.3 Specific Learning Disabilities
- 4.4 Multiple disability and deafblindness
- 4.5 Other disabilities included in the RPwD (2016)

Unit 5: Sensitivity while working with persons with disabilities

- 5.1 Use of respectable and 'person first' language and preserve identity
- 5.2 Avoid labeling except for certification purposes.
- 5.3 Uphold abilities and not limitations
- 5.4 Understand intersectionality of disability
- 5.5 Eliminate stereotypes

Transactions

Lectures, readings, group discussions and debates

Course work/Field engagements

- Making awareness posters for avoiding labeling , upholding strengths
- Awareness programs on celebrating days allocated for specific disabilities
- Gathering state wise data about incidence of disability

Recommended readings:

- Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (2012). Children with disabilities. Paul H Brooks Publishing.
- Chavan, B.S, Ahmed, W., Gupta, R.K. (2022). Comprehensive text book on disability. New Delhi: JayPee brothers medical publishers (P) Ltd.
- Chauhan, N. K. (2023). Introduction to disabilities. Book Enclave. B.Ed.Spl.Ed./2024-25 Rehabilitation Council of India 42
- Dogbe, D. S. Q., Yeboah, K. A. (2020). Introduction to special education and disability studies. LAMBERT Academic Publishing.
- Farrell, A. F. (2015). Educating special students: An introduction to provision for learners with disabilities and disorders. Sage Publications.

- Hodkinson, A. (2019). Key issues in special educational needs, disability and inclusion. SAGE Publication Ltd.
- Johnstone, D. (2001). An introduction to disability. David Fulton Publisher.
- Khatri, N. (2023). Introduction to disability. Walnut Publication.
- Martin, J. E., & Martin, R. (2016). An introduction to special education: Making a difference. Pearson.
- Mishra, P., Reddy, K. S., & Sridevi, K. (2021). Introduction to disabilities. Neelkamal Publications (P) Ltd (Hyderabad)
- Ramaswamy, B. (2012). Introduction to disability basic concepts and issues. Kaniska Publication.
- Shakespeare, T. (2018). Disability the basis. Routledge.
- Smith, J., & Sewell, A. (2020). Introduction to special educational needs, disability and inclusion: a student's guide. SAGE Publication Ltd.
- Wearmouth, J. (2023). Special educational needs and disability. Routledge.
- Westwood, P. (2013). What teachers need to know about students with disabilities. ACER Press.

Web links

- <https://depwd.gov.in/acts>
- <http://www.ccdisabilities.nic.in/resources/disability-india>
- <https://niua.in/intranet/sites/default/files/2458.pdf>
- <https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/11/202311292033291428.pdf>
https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf

SEMESTER 1

Course Code (B2) Credit: 04, Hours: 80
SEM 124, Introduction to Education of Students with Disabilities

Introduction

This course will enable the learners to gain knowledge about the developments in the education of children with disabilities based on philosophical transformations, Govt initiatives, legal and policy provisions, technology and research. The course will also provide knowledge about various educational options and their infrastructural requirements and pedagogical practices. Learners, who will be special educators after successfully completing the program, would also understand their current role responsibilities and futuristic skills for education of children with disabilities.

Learning outcomes

After completing the course, the learners will be able to:

- Discuss the developments on the basis of advancements that rationalize the change in trends in the education of children with disabilities
- Describe the national initiatives and provisions for education children with disabilities and their families
- Explain the infrastructural requirements and pedagogical practices for various educational set ups
- Explain and undertake their role responsibilities as a special educator
- Discuss the readiness required for the future for education of students with disabilities

Unit 1: Changing perspectives in the education of children with disabilities

- 1.1 Paradigm shift in the disability (re)habilitation models & its impact on education of children with disabilities.
- 1.2 Understanding the segregated special education, integrated education and inclusive education from the lens of policy provisions and recommendations of National Acts provisions, Education commissions, Disability and Education policies, and International frameworks.
- 1.3 Technological advancements leading to changing perspectives towards education of children with Disabilities.
- 1.4 Research in neuroscience and neuroplasticity contributing for early childhood education and intervention
- 1.5 Concept of 'high returns on early investment' facilitating early identification and intervention and education of children with disabilities

Unit 2: Current initiatives for education of children with disabilities

- 2.1 Initiatives by various Ministries in setting up of CDEIC and DIEC centers and training of Aganwadis for facilitating early identification and intervention for inclusive education
- 2.2 Setting up and supporting of special schools, centers, vocational education; provisions of various Govt schemes
- 2.3 'Divyanjan' as SEDGs and their educational empowerment; provisions in NEP 2020 and National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023)
- 2.4 Training regular school teachers, norms for special educators, standards for teacher pupil ratio for inclusive education and accommodations for learning as directed by Supreme Court judgment (2021)
- 2.5 Reservation of seats under RTE (2009) Act and creating barrier free environment in schools and e-content guidelines, provisions of open schooling

Unit 3: Changing role of a special educator

- 3.1 Sensitizing community and Aganwadis for early identification and intervention, development of soft skills, attending skills and knowledge of ICT
- 3.2 Home visits and need based home training, informed choices, supporting for conducting surveys as mentioned in RPwD Act (2016)
- 3.3 Assisting families in availing facilities in schemes, concessions and preparation of UDID card and data management
- 3.4 Working with general school teachers for inclusive pedagogy and supporting basic skills or learning for children with different disabilities
- 3.5 Undertaking action research and attending continuous rehabilitation and professional development programs

Unit 4: Setting up of the special centres and curricular strategies in special schools(12 hrs)

- 4.1 Early intervention (below 3 years) infrastructural requirements, cross disability curriculum, school readiness programs and transition planning
- 4.2 Foundational and preparatory (3 yrs to 11 yrs) infrastructural requirements and pedagogical practices
- 4.3 Middle school (11yrs to 14 years) and secondary (14 yrs to 18 years) infrastructural requirements and pedagogical practices, supporting career education of students with disabilities.
- 4.4 Pedagogical practices for high support needs, multiple disabilities and independent living skills
- 4.5 Maintaining school records and conducting parent meetings and programs for families

Unit 5: Futuristic requirements for education of students with disabilities

- 5.1 Using technological tools and apps for easing and enhancing communication, reading, writing and computing
- 5.2 Blended and Web-Based educational service for distance learning for reaching the

- unreached
- 5.3 UDL (Universal designs for learning) frameworks
- 5.4 AI (Artificial intelligence) tools to surpass communication barriers, AI-powered assistive robots for assisting students with socio-emotional challenges; AI tools for collecting and preserving data for monitoring progress, fine-tuning teaching strategies, and identify potential learning roadblocks.
- 5.5 Education for life and career skills: Critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaborations and risk taking abilities

Transaction:

Lectures, Symposiums, Desk reviews, Focus Group Discussions

Course work/Field engagements

- Visits to various educational set ups
- Interacting with Adults with disabilities and Senior retired professionals
- Readings and reflections of biographies and institutional reports
- Flow chart of accessing Govt schemes

Recommended readings

- Ajay Singh, Mark Viner, Chia Jung Yeh (2020). Special Education Design and Development Tools for School Rehabilitation Professionals, IGI Global, USA
- Ange Anderson (2019). Virtual Reality, Augmented Reality and Artificial Intelligence in Special Education: A Practical Guide to Supporting Students with Learning Differences, Routledge; 1st edition .
- A.K Singh (2019), Special Education in the 21st Century: Issues and challenges. B S Chavan, Wasim Ahmad, Raj Kumari Gupta (Eds).
- Comprehensive Textbook on Disability (2022) ISBN: 978-93-5465-551-7 (2022), Jaypee brothers medical publishers, New Delhi
- Catlin Tucker, Katie Novak (2022). The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning, Impress, LP
- Chandra, S. (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd
- Curricular framework for cross disability early intervention and school readiness, Pehal and Nipun, published by RCI, AYJNISHD (D) and Pratham
- Disability and Inclusion: From rationale to reality, Ratan Sarkar, Dr. Mumtaz Begum Eds., New Delhi ISBN: 978-81-8435-469-0 Adyan Publishers & Distributors,
- Dr. Behzad Maqbool, Prof. Jayanthi Pujari (Editor). Changing Scenario and Emerging Trends in Special Education. Neelkamal publications
- Dr. K. Ravikanth Rao and Dr. P. Dinakar (2016). Life Skills Education.

Neelkamal Publishers, Hyderabad

- Edward A. Polloway, James R. Patton, Loretta Serna, Jenevie W. Bailey (2012). Strategies for Teaching Learners with Special Needs, Pearson publisher
- G, Shirly., Kunnath, S K., Varghese, A., George, V M., (Eds) (2019). Disability: an overview. Trivandrum, NISH. ISBN: 9788193985007.
- G. Lokanadha Reddy (2015). Role Performance of Special Education Teachers: Problems and Prospects. Discovery Publishing Pvt.Ltd
- Himangshu Das & Rajesh Ramachandran (2022). Challenges in Transition: Autism Spectrum Disorder Eds, ISBN: 978-81-957612-1-0, published by NIEPMD, Chennai (www.niepmd.tn.nic.in/publications)
- Keith Storey, Paul Bates, Dawn Hunter (2008). The Road Ahead Transition to Adult life for Persons with Disabilities. Training Resource Network, Inc
- Khursheed Ahmad Butt (2022). National Higher Education Policy 2020: How to Make It Happen? Atlantic Publishers and Distributors (P) Ltd
- Lawrence, Arul A.S & Thiagarajan, P, (2021). Nation building through skill development. Tamil Nadu Open University. ISBN 978-81-951793-1-2
- Mangal, S. K., Mangal, Shubhra (2019). Creating An Inclusive School. PHI Learning Pvt. Ltd
- Manpreet Singh Manna, Balamurugan Balusamy, Meenakshi Sharma, Prithi Samuel (2023). Blended Learning and MOOCs-A New Generation Education System. Taylor & Francis group
- Marilyn Friend (2007) Special Education: Contemporary Perspectives for School Professionals. Pearson publication
- Mark Viner, Ajay Singh, Michael F. Shaughnessy (2022). Research Anthology on Inclusive Practices for Educators and Administrators in Special Education, IGI Global, USA.
- Mubarak Singh (2010). Education of Children with Special Needs, 01 Edition, Kanishka Publishers Distributors
- Narayan, Jayanthi (2005). Creating play environment for children with sensory Impairment & additional disabilities
- Nawale, Arvind & Nivargi, M & Gangane, A & Tiwari, Sandya. (2018). An Introduction to Life Skills. Macmillan Publishers ISBN: 9387914887
- Neeru Gupta (2017). Major Issues & Challenges in Special Education in India. Horizon books
- N.K Sharma (2018), The role of special educators in promoting inclusive education.
- R.K Sharma (2016), The changing role of Special Educators in India.
- S.L. Sharma, B.S. Ghuman and Shital Parkash (Eds.) (2018). Higher Education In India: The Changing Scenario. Rawat publications.
- Samuel Kai Wah Chu, Rebecca B. Reynolds, Nicole J. Tavares, Michele Notari,

Celina Wing Yi Lee (2018) 21st Century Skills Development Through Inquiry-Based Learning From Theory to Practice. Springer Nature, Singapore

- Satish Chandra (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd
- S.P Malhotra (2019), Special Education : A handbook for teachers.
- S.K Bhattacharya (2017), Inclusive education : A guide for teachers.
- Verma. P, Panshikar, A & Gupta, Y (Eds.) (2019), Be the difference: equality & equity in education. New Delhi, ISBN: 978-93-82884-94-1 S R publishing house.
- Yukti Sharma (2021). Inclusive Education Perspectives Praxis And Pedagogy, Pearson India Web based readings

Web links

- https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf
- <https://ici-s.umn.edu/files/qTxnhxmNxT/inclusive-education-strategies-textbook>
- https://main.sci.gov.in/supremecourt/2016/6641/6641_2016_3_1501_30887_Judgement_28-Oct-2021.pdf
- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
- <https://n20.ncert.org.in/pdf/publication/otherpublications/tiicsnups101.pdf>
- <https://ncert.nic.in/accessibility.php>
- <https://ncert.nic.in/pdf/CWSN-FAQs.pdf>
- <https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>
- <https://niepid.nic.in/Educating%20Children%20With%20Learning%20Problems.pdf>
- <https://unesdoc.unesco.org/ark:/48223/pf0000186611>
- <https://www.bdu.ac.in/cde/docs/ebooks/BEd/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>
- https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Confluence.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- [https://www.hzu.edu.in/bed/Basics-in-Education%20\(NCERT\).pdf](https://www.hzu.edu.in/bed/Basics-in-Education%20(NCERT).pdf)
- <https://www.niepid.nic.in/Handbook%20on%20EIC.pdf>
- <https://www.oecd.org/education/school/50293148.pdf>
- https://www.researchgate.net/publication/373041128_Combining_Artificial_Intelligence_with_Special_Education
- <https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf>

- <https://www.unicef.org/eap/media/6421/file/Education%20for%20every%20ability.pdf>
- <https://www.unicef.org/media/126506/file/UNICEF-Right-to-Education-Children-Disabilities-ENG.pdf>
- <https://www2.ed.gov/documents/ai-report/ai-report.pdf>

SEMESTER 1

Course Code (C1) Credit: 04, Hours: 80

SEM 125, Identification of Disability and Assessment of Needs

Introduction:

The first step in education is assessment and identification of needs, particularly so, when we have children with diverse learning needs. Types and areas of assessment are of utmost importance to help in understanding the needs of the students. This course will prepare the learners to identify the learning needs of students with intellectual disability by selecting appropriate tools and using them suitably to identify their learning needs in different settings.

Learning Outcomes

After completing the course, the learners will be able to

- Discuss the historical perspective, nature and needs and characteristics of persons with Intellectual Disability.
- Narrate various procedures, areas and approaches of assessment and their relevance.
- Describe the importance of assessment at various levels of school education in special and inclusive settings.
- List the assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.
- Discuss the significance of different types of family needs their assessment and implications for extending support to their families, demonstration.

Unit 1: Intellectual Disability - Nature and Needs

- 1.1 Historic Perspective of Intellectual Disability (ID)
- 1.2 Definitions of Intellectual Disability, National and international –e.g. ICD-10, WHO, Rights of Persons with disabilities Act (RPwD, 2016).
- 1.3 Causes and Prevention of Intellectual disability
- 1.4 Classification – Medical, Psychological, Educational. International classification of Functioning (ICF).
- 1.5 Screening, Identification, Characteristics and Needs of persons with intellectual disability.

Unit 2: Assessment

- 2.1 Concept, Meaning, Definition and purpose of assessment. Assessment for certification, assessment for programming.
- 2.2 Areas and of Assessment - Medical, Psychological, Educational, Behavioural & Ecological
- 2.3 Methods of Assessment – e.g. Observation, Interview and Rating Scale
- 2.4 Types and Approaches – Norm Referenced Tests (NRT) e.g. Psychological assessment tools of intelligence e.g. Indian adaptation of Binet test of intelligence, Malins Intelligence scale for Indian children, NIEPID Indian Test of Intelligence (NITI), WISC. Criterion Referenced Tests (CRT), Curriculum based assessment (CBA) and Teacher Made Tests
- 2.5 Documentation of assessment, Result interpretation and Report writing– Implication of all the above for Inclusion

Unit 3: Assessment at various levels of School education

- 3.1 Importance of Assessment at Pre- School and School levels,/ NEP 2020 - Foundational, Preparatory, Middle and Secondary levels.
- 3.2 Developmental and Adaptive Behaviour Assessment
- 3.3 Assessment Tools at Foundational and preparatory levels (preschool) –e.g. Upanayan, Aarambh, Portage guide to early education, Madras developmental Programming system (MDPS), Functional assessment checklist for Programming (FACP), other recently developed tools: PRASHAST, EPICC
- 3.4 Assessment Tools at School Ages (NEP 2020 – Middle and secondary levels)– e.g. MDPS, BASIC-MR, Grade level assessment device for children with learning problems in schools (GLAD), Support Intensity Scale, Curriculum based assessment, any recently developed tools: PRASHAST, EPICC
- 3.5 Documentation of assessment, Result interpretation and Report writing– Implication of class level and curriculum-based assessment and its relation to Inclusion with resource support.

Unit 4: Assessment at Adult and Vocational levels

- 4.1 Significance of Assessment for Independent living of persons with intellectual disabilities
- 4.2 Assessment for Transition from School to Work
- 4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS, Comprehensive Assessment Tool for Adults with Intellectual Disabilities.
- 4.4 Provisions and Schemes of Ministry of Social Justice and Empowerment (MSJ&E) for Vocational Skill Development

- 4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment outcomes for Community living

Unit 5: Assessment of Family Needs

- 5.1 Significance of psychosocial needs and its assessment in family
- 5.2 Assessment of parental needs and its implication in planning Individualized programmes
- 5.3 Assessment of siblings and extended family members and its implication in planning education of persons with intellectual disability.
- 5.4 Assessment of family and community resources for inclusion and strengthening of family.
- 5.5 Documentation, recording and reporting –using the information in holistic programming with the multidisciplinary team.

Transaction

The course can be transacted using lecture – discussion mode, the course faculty member as a facilitator may help the learners to find answers that s/he puts across from the curricular content of this course. Can have demonstration of assessment using various tools with different individuals with intellectual disability.

Course work/Practical/Field Engagement

- Compile information on relevant educational assessment tools for different levels of school education developed in India
- Develop a teacher made assessment tool for a subject of your choice.
- Develop an informal assessment tool for assessment of family needs of a person with intellectual disability
- Conduct an assessment of a person at secondary level to identify the needs and make a transition plan from school to work.
- Assess a student with intellectual disability in an inclusive school and highlight his/her learning needs.

Recommended readings

- Chavan, B. S., Ahmad, W., & Gupta, R. K. (Eds.) (2022). *Comprehensive Textbook on Disability*. New Delhi: Jaypee Brothers Medical Publishers.
- DoE. (2023). *EPICC*. SCERT, Thiruvananthapuram.
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- Srinivasulu, G., & Muges, T. (2020). *Comprehensive Assessment Tool for Adults with Intellectual Disabilities*. NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
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- Pokhriyal, S. (2022). *B.Ed Special Education ID: Assessment and Identification of Needs*.

- Pierangelo, R. A., & Giuliani, G. A. (2022). *Assessment in Special Education: A Practical Approach*.
- Pierangelo, R. A., & Giuliani, G. A. (2023). *Assessment in Special Education: A Practical Approach* (7th Edition).
- *Emerging Trends in Educational Assessment* (2024).
- *Essentials-Intellectual-Disability-Identification-Psychological-ebook/dp/B01DRDK7IQ*.
- *Indian Psychiatric Society - Child Psychiatry Disorders: Assessment and Management Clinical Practice Guidelines on Intellectual Disability*. Retrieved from <https://indianpsychiatricsociety.org/child-psychiatry-disorders-assessment-and-management-clinical-practice-guidelines-on-intellectual-disability/>
- *Assessment Tools Used in India*. Retrieved from <https://specialeducationnotes.co.in/Assessment%20tools%20used%20in%20India.htm>
- *Education Department, Delhi - Various Reports*. Retrieved from https://www.edudel.nic.in/upload/upload_2021_22/289_300_dt_02052022.pdf

SEMESTER 1

Course Code (C3) Credit: 04, Hours: 80
SEM 126, Intervention and Teaching Strategies

Introduction:

Once the disability is identified, it is necessary to plan and implement comprehensive intervention programme to prevent further delay and deficit and improve the condition of students with diverse learning needs. This course will help the learners to understand the levels and types of intervention need to be prepared for students with special needs. This course will also equip the learners to select and adopt strategies and methods in the intervention programme to improve skills and behaviour for independent living of students with special needs.

Learning Outcomes

After completing the course, the learner will be able to:

- Explain the importance of early intervention, types and techniques of early intervention
- Describe the importance and historical perspective of Individualised Educational Programme (IEP), steps and components involved in developing, implementing and evaluating IEP
- Discuss various teaching strategies, methods and approaches, and describe the principles in developing and using Teaching Learning Material (TLM) for teaching different concepts
- Explain types of maladaptive behaviour, Behaviour Modification techniques, procedure to develop management plan for managing problem behaviour of students with special needs
- Discuss the need and importance of various therapeutic interventions and their implications in the lives of students with special needs.

Unit 1: Early Intervention

1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention

1.2 Types of Early Intervention

1.3 Intervention Techniques

1.4 Record Maintenance and Documentation

1.5 Implication of Early Intervention for pre-school Inclusion

Unit 2: Individualized Education Programme (IEP)

2.1 Need, Importance and Historical Perspective of IEP

2.2 Steps and Components of IEP

2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions

- 2.4 IFSP – Planning and writing
- 2.5 Application of IEP for Inclusion

Unit 3 : Teaching Strategies and TLM

- 3.1 Stages of Learning and steps in teaching concepts
- 3.2 Principles of Teaching
- 3.3 Multi-sensory Approaches – Montessori Method, Fernald VAKT Method , Orton - Gillingham Method
- 3.4 Teaching Strategies & methods– Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
- 3.5 Difference between Functional & Learning Aids and Development & Use of TLM for CWID

Unit 4: Intervention for challenging Behaviour

- 4.1 Over view of Challenging behaviour
- 4.2 Identification of challenging behaviour
- 4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT) and Positive Behaviour Intervention and support (PBIS)
- 4.4 Management of challenging behaviour; Differential reinforcement of behaviour at school and home, Parental Counselling -Individual, Group and Community
- 4.5 Ethical Issues in behaviour management and implications for Inclusion

Unit 5: Therapeutic Intervention

- 5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention
- 5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention
- 5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
- 5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention
- 5.5 Therapeutic intervention: Visual and Performing Arts (Art and Craft, Music, Drama, Dance and movement, Sports.)

Transaction

The course can be transacted using lecture cum discussion mode. To facilitate learning multimedia presentation can be introduced. Development and implementation of intervention can be demonstrated in real or simulated setting where students' participation may be encouraged.

Course work/Practical/Field Engagement

- Prepare an adapted lesson on any school subject for a student with special needs attending class VII in a regular school.

- Assess and develop a behaviour management plan to be used by parents at home for reducing any one problem behaviour of a student with ID.
- Prepare three teaching learning materials for teaching language (receptive and /or expressive) to a student with ID at foundation/preparatory level.
- Make a plan for organizing a visual art exhibition/competition for students in a special school

References

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- Bordonaro, K. M., & Clarke, M. (2024). The collaborative IEP: Working together for life-changing special education. Times 10 Publications.
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- Sharma, U., & Salend, S. (Eds.). (2021). The Oxford encyclopedia of inclusive and special education. Oxford University Press.
- Fishman, L. M., & Saltonstall, E. (2019). Yoga therapy: Foundations, methods, and practices for common ailments. W. W. Norton & Company.
- Smith, T. E., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2019). Teaching students with special needs in inclusive settings (7th ed.). Pearson.
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- Brown, C., & Prosek, E. A. (2015). Creative arts therapies manual: A guide to the creative arts therapies. Charles C. Thomas Publisher.
- Schell, B. A. B., Gillen, G., & Scaffa, M. (2014). Willard and Spackman's occupational therapy (12th ed.). LWW; Twelfth, New York.

SEMESTER I

**Course Code E1, Practical Course related to Disability,
Credit: 06, Contact Hours: 120, Marks: 120**

SEM 127, Cross Disability and Inclusion

Disability Focus	Educational Setting	Hours (120)	Tasks for the Student-Teachers	Description
ID/LD/HI/VI/ ASD	Special Schools, Therapy centres, Rehabilitation organizations	10 hrs	Visits to organizations working in the area of disabilities	Submit report
ID,HI, VI, LD, CP, ASD or Multiple Disabilities	Minimum 3 Special Schools for HI, VI, LD, CP, ASD or Multiple Disabilities	20 hrs (10 hrs each in each disability)	Classroom Observation and Report	Minimum 30 School Periods 10 school periods in each special school
Intellectual Disability	Special School of PwID	70 hrs	Classroom Observation, Assessment and IEP a. Pre-Primary b. Primary c. Secondary d. Pre- Vocational	Minimum 10 School Periods Develop and teach IEP for 3 students with ID
Developmental delay	Early intervention centre/ similar units	10	Individualized Family Support Plan (IFSP)	Assess and Develop IFSP for a child with developmental delay under 3 years. Implement at least 10 sessions as per the programme and report.
Any Disability	Inclusive Schools available in the neighbourhood	10 hrs	Classroom Observation and Report	Minimum 10 School Periods

- Schedule for practical for SEM 127 shall be included in the time table (ten working days may be allocated)
- Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school / education/services being provided in the resource room / home based education or vice versa with other disability

SEMESTER 11

Course Code (A3) Credit: 05, Hours: 100

SEM 128, Learning, Teaching and Assessment

Introduction

This Course will initiate learners to understand learning theories and how these theories translate into teaching and learning actions. Assessment of learning as a continuous process is focused to identify the progress or difficulties faced by the students. The course addresses the learning needs of persons with disabilities, and the supports that the teacher needs to address in diverse educational settings.

Learning Outcomes

After completing this course the learner will be able to:

- Discuss the theories of learning and intelligence and their applications for teaching children
- Analyze the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Demonstrate understanding of the teaching learning process including focus on students with and without diverse learning needs,
- Analyze the scope and role of assessment in teaching learning process including focus on students with and without disabilities.

Unit 1: Human Learning and Intelligence

1.1 Human learning :meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: e.g. Pavlov, Thorndike, Skinner
- Cognitivism: e.g .Piaget, Bruner
- Social Constructivism: e.g .Vygotsky ,Bandura

1.3 Intelligence:

- Concept and definition
- Theories:e.g.Two-factor,Multifactor,TriarchicTheory(RobertSteinberg)

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom teaching and learning in special and inclusive classroom settings

Unit 2: Learning Process and Motivation

- 2.1 Sensation: Definition and Sensory Process
- 2.2 Attention: Definition and Affecting Factors
- 2.3 Perception: Definition and Types
- 2.4 Memory, Thinking, and Problem Solving
- 2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

- 3.1 Maxims of Teaching
- 3.2 Stages of Teaching :Plan ,Implement ,Evaluate, Reflect
- 3.3 Stages of Learning: Acquisition, Maintenance, Generalization
- 3.4 Learning Environment :Psychological ,Social and Physical
- 3.5 Leadership role of teacher in special and inclusive Classroom, school and community

Unit 4: Overview of Assessment and School System

- 4.1 Assessment: Conventional meaning and constructivist perspective
- 4.2 'AssessmentofLearning'and'AssessmentforLearning':Meaninganddifference
- 4.3 Comparingandcontrastingassessment,evaluation,measurement,testandexamination
- 4.4 Formative and summative evaluation, Curriculum Based Measurement, with particular references to students with disabilities/diverse learning needs
- 4.5 Key concepts in evaluation: e.g. marks, credit, grading, choice, alternate certifications ,transparency ,internal-external proportion, improvement options.

Unit 5: Assessment: Strategies and Practices

- 5.1 Strategies: e.g. Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures -Meaning and procedure
- 5.2 Typology and levels of assessment items: e.g. Multiple choice, open ended and close ended; direct, indirect, inferential level
- 5.3 Analysis ,reporting ,interpretation ,documentation ,feedback and pedagogic decisions
- 5.4 Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations and accommodations;
- 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms:

Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF), Right to Education Act (RTE, 2009), National Policy on Education (NEP, 2020), Rights of Persons with disabilities Act (RPwD Act, 2016)

Transaction

The concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs in different settings and what can be the suitable means of its assessment. Evaluation may be done by asking the learners to interact with children with and without disabilities in any learning environment and present a report of the same.

Coursework/Practical/Field Engagement

1. Observe children in a class in special, regular and inclusive schools respectively and describe similarities and differences in teaching-learning contexts and submit a report.
2. Prepare a Self-study report on individual differences among learners.
3. Compile three curriculum based assessment tools in any one subject area by doing a web search, write a report.

Recommended readings

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. New Delhi: Jain Book Agency.
- Chauhan, S.S. (2013). Advanced Educational Psychology. New Delhi: Jain Book Agency.
- Kauffman, J. M., Hallahan, D. P., & Pullen, P. C. (Eds.). (2024). "Handbook of Special Education (3rd ed.)." Routledge.
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- Rayner, S. (2023). "Assessment in Special Education: A Practical Approach." Google Books.
- <https://sites.google.com/site/webresourcesforlearning/home>
- <https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/teaching-learning-and-assessment/>
- <http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories>
- <https://www.ncbi.nlm.nih.gov/books/NBK562189/>

SEMESTER 11

Course Code (A4) Credit: 05, Hours: 100

SEM 129.1, Pedagogy of Teaching Science

Introduction

The course will help the learners to generate their student's interest for learning science and develop a scientific attitude. It is designed to equip the learners to teach science using innovative methods, techniques and teaching learning material to students with & without disabilities.

Learning Outcomes

- After completing the course the student-teachers will be able to
- Explain the role of science in day-to-day life and its relevance to modern society.
- Describe the aims and objectives of teaching science at school level.
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

Unit1: Nature and Significance of Science

- 1.1 Nature, Scope, Importance and Value of Science
- 1.2 Science As An Integrated Area of Study
- 1.3 Science and Modern Indian Society :Relationship of Science and society
- 1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- 1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction

- 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
- 2.4 Unit Planning–Format of A Unit Plan
- 2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Unit 3: Approaches and Methods of Teaching Sciences

- 3.1 Pedagogic principles, Process Approach, Direct Experience Approach, Inductive – Deductive Approach
- 3.2 Lecture, Demonstration, Discussion, Problem - solving, Concept- mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
- 3.3 Project Method, Survey, Field-inquiry and Heuristic Method
- 3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/ Contextual Learning with reference to Children with Disabilities Constructivist, phenomenological and computational thinking approaches and their application in Teaching Science

Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science

- 4.1 Teaching Learning Aids –Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)
- 4.2 Importance of science learning and enrichment activities – Science Circles, Topic - based and Project - based club (eg. Eco-club, Health and well-being club), Science Exhibition, activities in tinkering laboratory, Science journals for learners, science-tech activities, and Significance of enrichment activities with reference to Children with Disabilities
- 4.3 The Science Laboratory-Planning organization of Lab ,storage, adaptation in science lab and apparatus, science apparatus for all learners(UD-equipment),Assistive technology for learning science and Virtual/digital/app-based science laboratory, Safety of learners and scientific Equipments, Significance of science lab(physical/virtual) with reference to Children with Disabilities
- 4.4 Aquarium,Vivarium–Role in learning science, setting, care & maintenance
- 4.5 Museum, Botanical, Zoological and Herbal Garden: Role in learning science, project and field work activities.

Unit 5: Assessment and Evaluation

- 5.1 Assessment and Evaluation-Concept ,Nature and Need, Flexibility in assessment
- 5.2 Norm Referenced &Criterion Referenced Evaluation, School based assessment: Concept and Significance, Holistic Assessment
- 5.3 Tools and Techniques for Formative and Summative Assessments
- 5.4 Preparation of Diagnostic Test, Achievement Test and holistic development report card.
- 5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Transaction

Transaction of this course will include active engagement of learners in science activities, interactive talks &lectures, demonstrations and observations, exposure to varied settings-science labs, virtual labs, schools and classrooms, field-trips to science-park/garden/museum/other science-learning establishments, projects and assignments, participation in quizzes, seminars, exhibitions and competitions.

Practical/Field Engagement

- Preparation of a multi media presentation on a topic from Science content keeping students with disabilities in view.
- Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- Curricular adaptations for teaching Sciences to students with disabilities.
- Designing / adaptation in science apparatus to facilitate participation of children with disabilities in science – learning activities (any five of your choice).
- Exploring and using teaching – learning apps/ e-content suitable to teach scientific concepts to children with disabilities in an inclusive classroom.

Recommended Readings

- Bhola Jain, P. (2023). "Pedagogy of Biological Science for B.Ed 1st Year." New Delhi: Jaypee Brothers Medical Publishers.
- Buxton,A.C.(2010).Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.
- Bybee,R.(2010).The teaching of science: 21st – century perspectives. Arlington, VA: NSTA Press, USA.
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- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton,D.(1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M.N.G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
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- Murray, L.J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NCERT (2013). Pedagogy of Science - Physical Science (Part-I). Textbook for B.Ed. New Delhi: NCERT. (available at www.ncert.nic.in)
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- Srivastava, A. (2023). "Pedagogy of Physical Science for B.Ed 1st Year." New Delhi: Jaypee Brothers Medical Publishers

- NCERT (2015). Including Children with Special Needs-Upper Primary. New Delhi: NCERT. (available at www.ncert.nic.in)
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merrill Publishing Company
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- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
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SEMESTER 11

Course Code (A4) Credit: 05, Hours: 100
SEM 129.2, Pedagogy of Teaching Mathematics

Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning materials for children with & without disabilities.

Learning Outcomes

After completing the course the student-teachers will be able to

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different methods of teaching Mathematics.
- Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Unit 1: Nature of Mathematics

- 1.1 Meaning, Nature, Importance and Value of Mathematics
- 1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics
- 1.3 Historical Development of Notations and Number Systems
- 1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
- 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

Unit 2: Objectives and Instructional Planning in Mathematics

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- 2.4 Unit Planning – Format of A Unit Plan
- 2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Unit 3: Strategies for Learning and Teaching Mathematics

- 3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
- 3.2 Learning By Exposition: Advanced Organizer Model
- 3.3 Methods of Teaching- Mathematics experiencing activities, Inquiry-based teaching-learning, Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, Project and Integrating Science, Technology, Engineering, Arts and Mathematics (STEAM) approach.
- 3.4 Techniques of Teaching Mathematics: Indian Knowledge System/Indigenous knowledge and practices, Oral Work, Written Work, Drill-Work, Brain- Storming and Computer Assisted Instruction (CAI), integration of arts, sports and science in teaching mathematics.
- 3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situational/ Contextual Learning and computational thinking

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

- 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance
- 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments with reference to Children With Disabilities
- 4.3 Mathematics learning and enrichment activities-Mathematics Club, Topic-centred and project based clubs, Quiz and debate clubs, Maths Olympiads and competitions
- 4.4 Mathematics learning devices: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
- 4.5 Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents and other digital materials, Calculators, Computers, Smart Boards, Multimedia Presentations, and Special, adapted and universally designed mathematical learning aids for Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

- 5.1 Assessment and Evaluation- Concept, Importance and Purpose, Flexibility in assessment.
- 5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
- 5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, School Based Assessment in Mathematics and assessment of holistic development.
- 5.4 Preparation of Diagnostic, Achievement Test and holistic development report card.
- 5.5 Adaptations in Evaluation including techno-based evaluation Procedure for Students With Disabilities

Transactions

Transaction of this course will include active engagement of learners in mathematics learning activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-mathematics labs, virtual labs, schools and classrooms, fieldtrips for mathematical survey and

Indian Knowledge System, projects and assignments, participation in quizzes, workshops and seminars, exhibitions and competitions.

Practical/ Field Engagement/ Project Work

- Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- Designing procedures of assessment through multiple evidences to ensure understanding of mathematical concepts, skills and capacities (eg. Procedural fluency, Computational thinking, problem solving etc.)- designing individual and group activities for assessment, assignments, projects, real-life experiences, question papers, quizzes etc.
- Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Recommended Readings

- Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.
- Chambers, P. (2010). Teaching Mathematics. Sage Publication, New Delhi.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
- David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
- Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London.
- Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi. Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.

SEMESTER 11

Course Code (A4) Credit: 05, Hours: 100
SEM 129.3, Pedagogy of Teaching Social Studies

Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

Learning Outcomes

After completing the course the student-teachers will be able to

- Explain the concept, nature and scope of social science.
- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- Develop skills in preparation and use of support materials for effective social science teaching.
- Develop the ability to organize variety of learning and enrichment activities and
- Community resources for promoting social science learning.

Unit I: Nature of Social Sciences

- 1.1 Concept, scope and nature of social science
- 1.2 Difference between social sciences and social studies
- 1.3 Aims and objectives of teaching social science at school level
- 1.4 Significance of social science as a core subject
- 1.5 Role of social science teacher for an egalitarian society

Unit II: Curriculum and Instructional Planning

- 2.1 Organization of social science curriculum at school level- considerations from Indian Knowledge System and rootedness in India, progressive from local to global, real and diverse, narratives and evidence-based, interdisciplinary, adequate, relevant and representations of socio-cultural capitals, livelihood and economy, democracy and governance, and humanistic values and environmental concerns.
- 2.2 Instructional Planning: Concept, need and importance
- 2.3 Unit plan and Lesson plan: need and importance

2.4 Procedure of Unit and Lesson Planning

2.5 Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science

- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) B.Ed.Spl.Ed./2024- 25 Rehabilitation Council of India 29 Spiral, e) Integrated, f) Regressive
- 3.2 Methods of teaching social science: lecture, conversations, discussions and debates, socialized recitation, case-studies, evidence-survey, source-auditing, project method, Inquiry and analytic method, Reflective essays and critics, creativity (models and artefacts)
 - 3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story- telling, Role play, Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
- 3.3 The Social Science Laboratory-Planning organization of Lab, storage, accessible lab, equipment and resource materials, Assistive technology for learning social science and Virtual/digital/app- based social science laboratory, Significance of social science lab (physical/virtual) with reference to Children with Disabilities
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, literatures and journals, textbooks and supplementary readers (in accessible formats), sources from ancient and contemporary arts, heritage and culture, museum multimedia, Television, Films & Filmstrips, Social science games and e-contents and digital materials
- 3.5 Adaptations of curriculum and resource materials for teaching social sciences to children with disabilities

Unit IV: Assessment and Evaluation of Learning in Social Science

- 4.1 Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment
- 4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio, Rubrics.
- 4.3 Assessment: tools and techniques of School Based Assessment, assessment of holistic development
- 4.4 Construction of diagnostic test, teacher made achievement test and holistic development report card.
- 4.5 Adaptations of Evaluation Procedure for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

- 5.1 Being a reflective practitioner- use of action research
- 5.2 Developing an Action Research Plan for solving a problem in teaching learning of Social

Science.

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching Social science to children with disabilities

Transactions

The student-teachers should be encouraged to read literature, research studies and articles. They will be encouraged to participate in journal clubs, social science circles, local economy survey, livelihood audits, role play in students' parliament, democratic B.Ed.Spl.Ed./2024-25. Rehabilitation Council of India 30 decision making, action-research (eg. e-commerce), case study (eg. digital economy), quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

Course Work/ Practical/ Field Engagement

- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disability
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips & survey, exhibitions and any other social science enrichment activities in schools.
- Designing e-content related to social science curriculum for children with disabilities in an inclusive classroom.

Recommended Readings

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd., Meerut.
- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.
- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.
- Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.
- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.
- George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.

- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.
- NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2014). Package in Social Sciences for Professional Development of In-Service Teachers. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). Pedagogy of Social Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. R.Lall Books Depot., Meerut.
- Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.
- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award- Winning Classroom Teachers Do. Corwin, CA.

SEMESTER 11

Course Code (A5) Credit: 05, Hours: 100

SEM 130.1, PEDAGOGY OF TEACHING HINDI

पाठ्यक्रम के उद्देश्य — प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थियों इस योग्य होंगे कि —

- व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।
- मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
- इकाई नियोजन और पाठ योजना की प्रक्रिया में कुशल होंगे।
- हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।
- हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।
- हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
- भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसन्धान का प्रयोग करेंगे।
- चिन्तन दैनन्दिनी और पॉर्टफोलियो निर्माण की प्रविधि का उपयोग करेंगे।

पाठ्यवस्तु

इकाई १ — भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

- १.१ भाषा का प्रत्यय और उपयोगिता।
- १.२ बोली, विभाषा और मानक भाषा का प्रत्यय।
- १.३ शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।
- १.४ हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
- १.५ विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।
- १.६ मूल-भूत भाषा कौशलों — श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई २ — पाठ्यवस्तु संवर्धन

- २.१ हिन्दी साहित्य का सामान्य परिचय।
- २.२ हिन्दी गद्य साहित्य की परम्परागत विधाएँ — कहानी, नाटक और महाकाव्य।
- २.३ हिन्दी गद्य साहित्य की आधुनिक विधाएँ — उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।
- २.४ हिन्दी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
- २.५ माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई ३ — भाषा अधिगम की प्रकृति और पाठ नियोजन

- ३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

- ३.२ इकाई नियोजन का प्रत्यय, इसका महत्व और निर्माणविधि।
- ३.३ पाठयोजना का परिचय, उपयोग और महत्व।
- ३.४ पाठयोजना के चरण और उनका क्रियान्वयन।
- ३.५ हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।
- ३.६ विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- ३.७ पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई ४ — हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- ४.१ माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
- ४.२ गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- ४.३ माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
- ४.४ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।
- ४.५ माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- ४.६ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई ५ — भाषा अधिगम—शिक्षण में सहायक सामग्रियों का प्रयोग

- ५.१ शिक्षण उपकरणों का सन्दर्भ, महत्व और लाभ।
- ५.२ अधिगम—शिक्षण के दृश्य उपकरणों के प्रकार।
- ५.३ दृश्य उपकरणों — श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।
- ५.४ श्रव्य उपकरणों — कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।
- ५.५ मुद्रित श्रव्य उपकरणों —अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
- ५.६ वैद्युदण्विक उपकरणों — टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- ५.७ भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई ६ — भाषा अधिगम के मूल्यांकन की प्रविधि

- ६.१ मूल्यांकन की संकल्पना, उद्देश्य और महत्व।
- ६.२ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- ६.३ लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- ६.४ कक्षागत पाठ्यसहगामी गतिविधियों — गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- ६.५ विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई ७ — चिन्तनशील साधक के रूप में शिक्षक

- ७.१ अनुवर्ती चिन्तन की आवश्यकता और महत्व।
- ७.२ चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

- ७.३ विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।
- ७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।
- ७.५ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य —

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनूतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

मूल्यांकन योजना —

मूल्यांकन बिन्दु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिति	सत्रान्त परीक्षा
प्रदेय अंक	१०	१०	०५	०५	७०

सन्दर्भ पुस्तकें —

- हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, २०१०.
- हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, २००५.
- हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, २००५.
- हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, २००६
- हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, २००२.
- हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, २००४

SEMESTER II

Course Code (A5) Credit: 05 Hours: 100
SEM 130.2, PEDAGOGY OF TEACHING MALAYALAM

Introduction

This course will enable the student-teachers to gain a scientific base with regard to the aims and objectives of teaching Malayalam language, language skills, instructional planning, approaches, methods and strategies of teaching Malayalam, curriculum and evaluation. It will help in applying theory to practice and to design own materials and plan lessons for teaching. The course offers the students to equip themselves with analytic and investigative skills in issues related to teaching of Malayalam. The course also equips the student-teachers with awareness, attitudes and skills needed for teaching children with special needs.

Learning Outcomes

After completing the course the student-teachers will be able to

- Explain the importance of Malayalam as mother tongue and medium of instruction.
- Prepare and implement appropriate planning at various levels of classroom teaching.
- Apply various approaches and methods of teaching Malayalam.
- Accommodate and adapt approaches, strategies and materials for teaching and evaluating children with special needs.

Course Content

Unit I: Importance of Malayalam Language and Literature

- 1.1 Historical development of Malayalam language
- 1.2 Mother tongue as the medium of instruction
- 1.3 Influence of mother tongue in the formation of culture
- 1.4 Malayalam and other languages
- 1.5 Correlation with other disciplines (ICT and Performing Arts- Drama and Theatre)

Unit II: Instructional Planning

- 2.1 Aims and objectives of teaching Malayalam at different stages of schooling, Maxims of teaching Malayalam, Gradation and motivational factors.
- 2.2 Instructional planning: Need and importance
- 2.3 Taxonomy of instructional objectives: B.S. Bloom, Dave and Simpson. Specifications and Competencies
- 2.4 Micro teaching skills. Unit and lesson plan: Need, importance and procedure
- 2.5 Planning and adapting units and lessons for children with intellectual disability.

Unit III: Approaches and Methods of Teaching Malayalam

- 3.1 Basic language skills (Listening, Speaking, Reading and Writing) and different methods of vocabulary development (Dictionary, Reference, Frayar model, Semantic map, etc)
- 3.2 Direct method: Play way method, Dalton plan, Project method, Dramatization, and Lecture method
- 3.3 Discourse oriented pedagogy: Importance of discourses in Malayalam language teaching – Debate, Drama, Seminars, Posters, Narratives, Screen play, Editorials, Travelogues, etc.
- 3.4 Methods and approaches of teaching prose and poetry
- 3.5 Methods of teaching grammar and composition

Unit IV: Innovative Strategies, Instructional Materials and Curriculum

- 4.1 Cooperative Learning, Collaborative learning, Team teaching, Peer tutoring, Language games and Role play
- 4.2 Instructional aids for effective teaching: Smart boards, black boards, flannel boards, pictures/picture-cut-outs, charts, tape-recorders, radio, television, films, and film strips, overhead projector, language laboratory, language games, reading cards, work sheets, hand outs, power point presentation, multi media equipments, web based learning, Edublogs and text books.
- 4.3 Content analysis of prescribed Malayalam readers from school curriculum
- 4.4 Approaches to curriculum organization – topical, unit, concentric and spiral
- 4.5 Accommodation and adaptations in approaches, strategies and materials for children with intellectual and learning disabilities

Unit V: Evaluation

- 5.1 Evaluation: Concept, scope, functions and types
- 5.2 Construction of an achievement test and diagnostic test
- 5.3 Adaptation of evaluation tools for children with special needs
- 5.4 Individual assessment for children with special needs. Error analysis, diagnostic tests and enrichment Measures
- 5.5 Data analysis and interpretation with graphical representations.

Transaction

This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics. Students should be encouraged to use instructional material in their practice of teaching lessons. Adaptations in pedagogy, material and evaluation should be taught through workshops and specific case studies.

Course Work/Practical/Field Engagement

- Design teaching programme based on error analysis
- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in Malayalam
- Develop workbook (interactive including language games)
- Prepare worksheets to enrich vocabulary among students with intellectual and learning disability.
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer.

Essential Readings

- Chandrasekharan Nair, C.K. Gadyarachana. Kerala Bhasha Institute, Thiruvananthapuram.
- Vasudeva Bhattathiri, C.V. Gadyashilpam. Kerala Bhasha Institute, Thiruvananthapuram.
- Rajaraja Varma, A.R. Kerala Panineeyam. D.C. Books, Kottayam.
- Vasudeva Bhattathiri, C.V. Malayala Bhasha Bodhanam. Kerala Bhasha Institute, Thiruvananthapuram.
- Kalpatta Balakrishnan. Malayala Sahithya Charithram. Kerala Bhasha Institute, Thiruvananthapuram.
- Parameswaran Nair, P.K. Malayala Sahithya Charithram. Sahithya Academy.
- Panamana Ramachandran Nair. Malayala Sahithya Niroopanam. Current Books, Kottayam.
- Sukumar Azheekode. Malayala Sahithya Vimarshanam. D.C. Books, Kottayam.
- Bloom, B.S. Taxonomy of Educational Objectives: The Classification of Educational Goals (Vol.I). Green, Longman.

Suggested Readings

- Bindu, C.M. Mathrubhashabodhanam: Pravanathakalum Reethikalum. Scorpio, Calicut.
- Krishnamoorthi, J. Mumbilulla Jeevitham. D. C. Books, Kottayam.
- Vasudevan Bhattathiri. Nalla Malayalam. D. C. Books, Kottayam.
- Irinjayam Ravi. Prayogika Vyakaranam.
- Panmana Ramachandran Nair. Thettillatha Malayalam. D. C. Books, Kottayam.
- Krishna Kumar. National Curriculum Framework. NCERT, New Delhi.
- Prabodhachandran, V.R. Ucharanam Nannavan. Kerala Bhasha Institute.
- Sivarajan, K. Malayala Bhashadyapanam. Calicut University.

- Allen, D., & Ryan, K. Micro teaching. Adison Wesley, London.
- Care, E., Mc Gaw, B., & Griffin, P. Assessment and Teaching of 21st Century Skills. Springer, New York.
- Aggarwal, Y.P. Statistical Methods. Sterling Publications Pvt. Ltd., New Delhi.
- Alessi, S. M., Trollip, S.R. Multimedia for learning : Methods and Development (3rd ed.). Allyn & Bacon, Needham Heights, MS.
- Sharma, J. P. National Curriculum Framework for School Education: A discussion document. NCERT, New Delhi.
- Crowder, N. A. Action Research to improve school practices. Columbia University, New York.
- Passi, B. K. (ed). Becoming better teacher: A Micro teaching Approach. Sahithya Mudranalaya, Ahamadabad.
- SCERT. Kerala Curriculum Framework. Thiruvananthapuram.

SEMESTER 11

Course Code (A5) Credit: 05, Hours: 100

SEM 130.3, Pedagogy of Teaching English

Introduction

This course will enable the learners to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help learners in applying theory to practice in designing own materials and in planning lessons in preparation for teaching-learning in inclusive classes. The course offers learners the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips learners with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy, language acquisition, multicultural aspects of language and multilingualism.

Learning Outcomes

After completing the course the student-teachers will be able to

- Explain the principles of language teaching, and evolution and trends in English literature.
- Prepare an instructional plan in English.
- Adapt various approaches and methods to teach English language.
- Use various techniques to evaluate the achievement of the learner in English.

Unit I: Nature of English Language & Literature

- 1.1 Principles of Language Teaching
- 1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- 1.3 English Language in the school context: An Evolutionary Perspective
- 1.4 Current Trends in Modern English Literature in Indian context
- 1.5 Teaching as second language in Indian context.

Unit II: Instructional Planning

- 2.1 Aims and objectives of Teaching English at different stages of schooling
- 2.2 Instructional Planning: Need and Importance
- 2.3 Unit and lesson plan: Need and Importance
- 2.4 Procedure of Unit and Lesson Planning
- 2.5 Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

- 3.1 Difference between an approach and a method

- 3.2 Task based approach, collaborative learning, experiential learning, reflective, inquiry-based approach, language across curriculum, communicative language teaching, Bilingual, Multilingual, Eclectic and Constructive approach
- 3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary-
 - i) Translation method. ii) Structural – Situational method.
 - iii) Direct method iv) integrative method
- 3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing
- 3.5 Accommodation in approaches and techniques in teaching children with Disabilities.

Unit IV: Instructional Materials

- 4.1 Importance of instructional material and their effective use
- 4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cut- outs, Charts, Tape-records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature.
- 4.3 Construction of a teacher made learning materials and other resources for English proficiency
- 4.4 Language learning and enrichment activities- Storytime, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio
- 4.5 Adaptations of teaching material for children with disabilities

Unit V: Assessment and Evaluation

- 5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment
- 5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)
- 5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development
- 5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures
- 5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.

Transaction

Transaction of this course will include active engagement of learners in English teaching learning activities, interactive talks & lectures, literature-review, demonstrations and observations, exposure to varied settings-language labs, virtual labs, schools and classrooms, field-trips for multicultural aspects of language and plurality, projects and

assignments, preparation of e-contents and digital learning materials, participation in quizzes, workshops and seminars, exhibitions and competitions.

Course Work/ Practical/ Field Engagement

- Design teaching programme based on error analysis
- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
- Develop work sheet (interactive including language games)
- Prepare worksheets to enrich vocabulary among secondary students with disabilities
- Develop lesson plans for the teaching of prose and poetry
- Critically analyse any one poem or essay of a well known poet or writer

Recommended Readings

- Jamdar, R. (2023). Pedagogy of Teaching English Subject. Notion Press.
- Sachdeva, M.S. (2015). Pedagogy of English. Amazon.
- Lightbown, P.M., & Spada, N. (2013). How Languages are Learned. Oxford University Press.
- Woodward, T. (2011). Classroom Planning: Lessons and Courses: Designing Sequences of Work for the Language Classroom. Cambridge University Press.
- Agnihotri, R.K., & Khanna, A.L.(1996). English Grammar in context. Ratnasagar, Delhi.
- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.
- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.
- NCERT (2014). Including Children with Special Needs-Primary Stage. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). Pedagogy of Languages. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and

Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)

- NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at www.ncert.nic.in)
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Kalyani Publishers, Ludhiana.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

SEMESTER II

Course Code (B3)

Credit: 04,

Hours: 80

SEM131 Equitable and Inclusive Education

Introduction:

The course is designed to develop an understanding of equitable and inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognize ways in which different stakeholders can collaborate for the success of inclusive education.

Learning Outcomes

After completing the course, the learner will be able to

- Explain the construct of inclusive education and the progression from segregation towards valuing & and appreciating diversity in inclusive education.
- Explicate the national and key international policies and frameworks facilitating inclusive education.
- Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- Describe the inclusive pedagogical practices and their relation to good teaching.
- Expound strategies for collaborative working and stakeholders' support in implementing inclusive education.

Unit 1: Introduction to Inclusive Education & Policy Perspectives

- 1.1 Disability & Diversity; Diversity in Classrooms (Learning Styles, Linguistic & Socio-Cultural Multiplicity)
- 1.2 Marginalisation vs. Inclusion; Meaning & Definition of Inclusive Education; Understanding Barriers to Inclusive Education: Physical, Educational and Attitudinal
- 1.3 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
- 1.4 Importance of National Policies and schemes in Promoting Inclusive Education: National Education Policy (NEP) 2020, National policy for persons with Disabilities (2006) ,Samagra Shiksha Scheme 2018 (with updates in 2021), Inclusive Education for Disabled at Secondary Stage (IEDSS)2013

- 1.5 International Declarations and Conventions in Promoting Inclusive Education: Universal Declaration of Human Rights, (1948), World Declaration for Education for All (1990)

Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

Unit 2: Adaptations, Accommodations and Modifications

- 2.1 Need for Adaptations; Curricular Adaptations
- 2.2 Specifics for children with sensory Disabilities.
- 2.3 Specifics for children with Neuro Developmental Disabilities.
- 2.4 Specifics for children with Loco Motor and Multiple Disabilities
- 2.5 Engaging Gifted Children: Cooperative Teaching Models

Unit 3: Strategies and Planning in Inclusive Education

- 3.1 Importance of communication & Language for Inclusive Classroom
- 3.2 Participation in Non- Academic curricular Activities : planning and Adaptations
- 3.3 Inclusive Classroom Environment.
- 3.4 Integration of ICT for Inclusion
- 3.5 Assessment Strategies for facilitating Learning in an Inclusive Classroom.

Unit 4: Inclusive Academic Instructions.

- 4.1 Universal Design & Addressing Diversity: Meaning, key principles.
- 4.2 Universal Design for learning: Understanding principles and Application to classrooms.
- 4.3 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternative Teaching and Team Teaching.
- 4.4 Differentiated Instructions: Content, process and product.
- 4.5 Peer mediated Instructions: Class wide peer Tutoring, Peer Assisted Learning Strategies.

Unit 5: Supports and Collaborations for Inclusive Education

- 5.1 Stakeholders of inclusive Education and their Responsibilities.
- 5.2 Advocacy & Leadership for Inclusion in Education.
- 5.3 Resource rooms and the role of special educators.
- 5.4 Family support & Community Involvement for Inclusion.
- 5.5 Resource Mobilisation for Inclusive Education.

Transactions

Group discussions following videos and visits. A debate for Inclusion vs. Segregation. Self-study for legislations and frameworks. Presentations and critical analysis of laws and policies.

Course work / Practical / Field Engagement

- Visit Special Schools for at least two disabilities and at least two inclusive schools and write observation reports highlighting pedagogy
- Prepare a checklist for accessibility in mainstream schools for children with disabilities
- Design a poster on inclusive education considering policy concerns
- Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy

Recommended Readings

- Addy, T. M., Dube, D., & Mitchell, K. A. (2024). *Enhancing Inclusive Instruction: Student Perspectives and Practical Approaches for Advancing Equity in Higher Education*. American Psychological Association.
- Bibakumana, G., & Niyibizi, O. (2024). *Exploring the Integration of ICT in Promoting Inclusive Education: A Case Study of the College of Business and Economics at the University of Rwanda*.
- Journal of Research Innovation and Implications in Education, Graham, L. J. (2024). *Inclusive Education for the 21st Century: Theory, Policy and Practice* (2nd ed.). Routledge.
- Quigley, J., Cassano, M. J., & Brandt, J. A. (2023). *Incorporating Applied Behavior Analysis into the General Education Classroom*.
- Springer. Sorrentino, C. (2021). *Inclusive Gifted Education: From Evidence-Based Research to Practice*. Springer.
- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.

- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's
- Classrooms. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications. King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California:Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). Understanding Children with Special Needs. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives: Special
- Education in Today's Schools. 2nd Ed. New Jersey: Prentice-Hall Inc.

- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Study*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

SEMESTER 11

Course Code (C2) Credit: 05, Hours: 100

SEM 132, Curriculum Development, Adaptation and Evaluation

Introduction

This course will prepare the learners to develop skills of curriculum designing considering different domains of learner-centered activities. They will develop insights into transitional determinants of curricular and pedagogical structure across different stages of school education in view of holistic development of children with intellectual disability. This course will also equip teacher trainees with competencies and skills to adapt, modify or design curriculum based on the principles of Universal Design as per the learning needs of children with intellectual disability.

Learning Outcomes

After completing the course, the learner will be able to

- Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.
- Develop insight into importance of early childhood special education, preparatory stages of school education and their implications.
- Acquire knowledge about curriculum domains at middle Secondary stages of school education and understand its implications.
- Understand different strategies for curriculum adaptation, accommodation, modification and their significance.
- Evaluation and make effective use of different techniques.

Unit 1: Curriculum Designing

1.1 Meaning, Definition, Concept and Principles of Curriculum

1.2 Types and Approaches of Curriculum Designing

1.3 Curriculum Domains - Personal, Social, Academics, Recreational and Community living

1.4 Steps in developing curriculum, challenges of developing curriculum for inclusion

1.5 Curriculum evaluation- concept, nature, types and implications in learning

Unit 2: Curriculum at Foundational and Preparatory stages of Schooling

2.1 Significance of Early Childhood Care and Education (ECCE) and School Readiness

2.2 Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas

2.3 Curriculum activities for developing Foundational literacy and numeracy

- 2.4 Sensitization of family, involvement in foundational and preparatory stages
- 2.5 Implication for Intervention at ECCE and Preparatory stages, transition, documentation, record maintenance and report writing.

Unit 3: Curriculum at Middle and Secondary stages of schooling

- 3.1 Curriculum domains at Middle stage
- 3.2 Curriculum domains at Secondary stage
- 3.3 Curriculum domains at for vocational exposure and skill development
- 3.4 Rehabilitation of PwID s under National Skill development Scheme (NSDS by MSJ&E), Kerala Curriculum Frame work (KCF)
- 3.5 Implications of transition, placement for inclusion in community, documentation, record maintenance and reporting

Unit 4: Curriculum Adaptations

- 4.1 Need for Curricular Adaptation, Accommodation and Modification
- 4.2 Adaptation, Accommodation and Modification for Foundational literacy and numeracy Curriculum
- 4.3 Adaptation, Accommodation and Modification for language and social science subjects
- 4.4 Adaptation, Accommodation and Modification for mathematics and science subjects
- 4.5 Adaptation, Accommodation and Modification for other school subjects (yoga, sports, music, art and craft, vocational skills)

Unit 5: Assessment and Evaluation

- 5.1 Assessment and evaluation- Concept, Nature and Need, Flexibility in assessment
- 5.2 Approaches, types, tools and techniques of assessment
- 5.3 Emerging practices in assessment –holistic assessment, school-based assessment, competency - based assessment, assessment of group and individual learning.
- 5.4 Differential evaluation and reporting the holistic progress of students with intellectual disability (SwID)
- 5.5 Implications of evaluation for vertical and horizontal transition, and inclusion of SwID.

Transaction

Interactive course with discussions, assignments, individual and group work in developing and designing learner-centric and need-based curriculum, learning materials including digital materials as well as field engagement to get first-hand experiences in practicing transaction of curriculum and assessment of students in inclusive classrooms and other learning centers.

Course Work/ Practical/ Field Engagement

- Prepare a need-based curriculum for a group of your choice in Activities for daily living, social, communication, motor and cognitive skills, Foundational literacy and numeracy Preparation of assessment plan and multidimensional holistic reporting

- Develop a plan for Vertical transition from one stage to another stage of schooling (Options may be given to select stages of school transition)
- Develop a plan for Horizontal transition: special/alternative learning centers to regular schooling and vice versa (options may be given to select learning settings).
- Incorporate Movement/Dance/Yoga/Sports skills/Arts and Crafts activity (options maybe given to select activities), conduct in special/inclusive setting and submit report of your observations.
- ICT as a resource in teaching and learning (options may be given to select school subjects and topics). Do a relevant activity and report.

Recommended Readings

- Chennai, S. (Ed). (2019). *Disability, inclusion and inclusive education*. New Delhi: Springer.
- DoSEL. (2021). *Pragyata-Guidelines for Digital Education*. Department of School Education and Literacy. Ministry of Education, Government of India, New Delhi. https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf
- DoSEL. (2022). *Nipun Bharat*. Department of School Education and Literacy. Ministry of Education, Government of India, New Delhi.
- DoSEL. (2022). *Toy-Based Pedagogy: A Handbook Learning for Fun, Joy and Holistic Development*. Department of School Education and Literacy. Ministry of Education, Government of India, New Delhi. https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
- DoSEL. (2023). *NIPUN Bharat Mission- Stakeholders: Roles and Responsibilities*. Department of School Education and Literacy. Ministry of Education, Government of India, New Delhi. https://ncert.nic.in/pdf/NIPUN_BharatStakeholders_RolesResponsibilities.pdf
- *Guidelines for Innovative Pedagogical Approaches & Evaluation Reforms*. University Grants Commission (UGC). https://www.ugc.gov.in/pdfnews/7900069_Guidelines-PEA.pdf
- MoE. (2021). *Guidelines for the Development of e-Content for Children with Disabilities*. Department of School Education and Literacy. Ministry of Education, Government of India, New Delhi. https://ncert.nic.in/pdf/CWSN_E-Content_guidelines_2021_new.pdf
- Myreddi, V., & Narayan, J. (1998). *Functional Academics for Students with Mild Mental Retardation*. NIMH, Secunderabad.
- Narayan, J. (1990). *Towards Independence Series 1 to 9*. NIMH, Secunderabad.
- Narayan, J. (2003). *Educating Children with Learning Problems in Regular Schools*. NIMH, Secunderabad.
- National Education Policy 2020. Ministry of Human Resource Development (Now Ministry of Education), Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

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<https://ncert.nic.in/pdf/publication/otherpublications/tilops101.pdf>
- NCERT. (2019). *Learning Outcomes at the Secondary Stage*. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/pdf/publication/otherpublications/learning_outcomes.pdf
- NCERT. (2019). *The Preschool Curriculum*. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf
- NCERT. (2022). *National Curriculum Framework for Foundational Stage 2022*. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
- NCERT. (2023). *National Curriculum Framework for School Education 2023*. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
- NCERT. (n.d.). *Learning Outcomes at Higher Secondary Stage*. National Council of Educational Research and Training, New Delhi.
https://ncert.nic.in/pdf/publication/otherpublications/Draft_LO.pdf
- Panda, K.C. (1997). *Education of Exceptional Children*. Vikas Publications, New Delhi.
- Peshwaria, R., & Venkatesan. (1992). *Behavioural Approaches for Mentally Retarded Children: A Manual for Teachers*. NIMH, Secunderabad.
- Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Retarded Persons*. NIMH, Secunderabad.
- Welukar, Rajan, & Phadke, Sucheta. (2020). *Twenty First Century Curriculum Design Framework*.
- Pokhriyal, Shikha. (2021). *Curriculum Designing, Adaptation and Evaluation*.
- Pokhriyal, Shikha. (2022). *Curriculum Designing, Adaptation and Evaluation (Spiral-bound edition)*.
- Pokhriyal, Shikha. (2023). *Curriculum Designing, Adaptation & Evaluation*.
- Zajda, Joseph. (2024). *Curriculum Design and Evaluation in the Global Culture*.

Semester - II

**Course Code E2, Disability Specialization Course, Credit: 06, Contact
Hours: 120, Marks: 120**

SEM 133, Practical Course Related to Intellectual Disability

Disability Focus	Educational Setting	Hours (120)	Tasks for the Student-Teachers	Description
Intellectual Disability	Special School	80hrs	Lesson Planning and Teaching	20 lessons (10 Curriculum & 10 Co-curriculum)
General	Institute	40 hrs	Micro teaching and simulated teaching on selected skills	5 lessons (Demonstration of Micro teaching skills)

Note:

- Schedule for practical for SEM 133 shall be included in the time table (ten working days may be allocated).
- Skill for micro teaching shall be selected with reference to Intellectual Disability.

SEMESTER 111

Course Code (B5) Credits: 05

Hours: 100

SEM 134, Supportive Skills for the Education of Children with Disabilities

Introduction:

This course is designed to assist the learners in developing the basic skills required for communication and undertaking educational practices for students with disabilities. It is introduced as a core course so that the learners are equipped with information, fundamentals and essential accommodations for students with different disabilities who have varied learning and communication needs.

Learning Outcomes

After completing the course the learner will be able to:

- Create a welcoming, safe and a barrier free learning environment for students with disabilities
- Communicate with students using ISL, Tactile signs, speech reading techniques or AAC methods
- Exhibit readiness for use of basics of Braille script and mobility orientation
- Use technology for facilitating learning
- Describe the basic assistance required for children for overcoming literacy and numeracy issues and functional skills.

Unit 1: Welcoming and safe school environment

- 1.1 Creating positive school climate, inclusive school policy, use of auditory, visual and tactile signage and icons
- 1.2 Safe corridors, classrooms, windows with grills and student friendly spaces including toilets and drinking water
- 1.3 Teaching and non-teaching staff displaying positive attitude and using inclusive respectable language
- 1.4 Creating buddy systems, prevention of bullying, POCSO committee and redressal cell
- 1.5 The power of embracing mistakes, rectifying and learning from failures

Unit 2: Basics of ISL, Tactile signs & Speech reading for students with HI or Deaf blindness or other disabilities

- 2.1 Finger spelling and signing basic vocabulary of names, numbers, colours, days, months and question forms
- 2.2 Signing class essentials such as home work, attendance, transport, family members,

school subjects and school activities

2.3 Signing essential communications for curricular and cross curricular activities

2.4 Manual alphabets for tactile signs; hand shapes, positions and movement of hands

2.5 Speech/lip reading skills and oral transliteration for educational settings

Unit 3: Basics of Braille and mobility orientation for Low vision or VI

3.1 Pre-Braille skills for the development of tactile sense.

3.2 Introduction to Braille alphabets in English, Hindi and Braille of regional languages.

Numerals, numbers and signs and symbols of basic operation in Braille.

3.3 Colour contrasts and large print for low vision. Use of tactile shapes for denoting various objects for school environment.

3.4 Orientation and mobility instructions and pre cane skills and protective techniques

3.5 Use of Multimedia books, screen readers and magnifiers.

Unit 4: Adapted communication aids and AAC Methods for students with CP and ASD

4.1 Communication cards, & displays, gupshup books, text to speech and speech to text.

4.2 Use of adapted reading and writing instruments and appropriate positioning for students with CP.

4.3 Use of structured, visual strategies, for creating sensory friendly and predictable environment for ASD.

4.4 Using interests and motivation, self-stimulatory behavior and echolalia to promote learning.

4.5 Using AACs to foster communication and learning in students with CP and ASD.

Unit 5: Supporting academic learning for students with ID and SLD

5.1 Support in academics – Literacy and numeracy skills for students with SLD and ID. Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups for reading

5.2 Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and

numeracy

5.3 Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps,

5.4 Self-help skills - adaptations in the gadgets used to suit the need of the students.

5.5 Adaptations of tools and instruments, for safety of students with ID in work stations.

Transaction

- Lectures and readings for Unit 1.
- Demonstration and hands on training for all supportive skills for Units 2, 3, 4 and 5

Course work/Practical/Field Engagement

- Visit and inclusive school and prepare a report on school climate, ethos and culture
- Observation records of supportive skills as videos, photographs with permission
- Developing a portfolio based on supportive skills

Recommended readings

- Advances in Information Communication Technology and Computing: Proceedings of AICTC 2022. (2023). Germany: Springer Nature Singapore.
- Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India. Asmita. H. (2006). Language and Communication. Kanishka Publication, New Delhi.
- Bouck, E. C. (2015). Assistive Technology. United States: SAGE Publications.
- Children with Visual Impairments: A Parents' Guide. (2006). United States: Woodbine House.
- Creating Inclusion and Well-being for Marginalized Students
- Dash, M. (2000). Education in India: Problems and Perspectives. India: Atlantic Publishers and Distributors.
- Dickinson, C., Hernandez Trillo, A., Crossland, M. (2022). Low Vision - E-Book: Principles and Management. Netherlands: Elsevier Health Sciences.
- Dr. Premananda Mishra, K Srinivas Reddy, Dr. K. Sridevi (2021). Introduction to Disabilities. Neelkamal Publishers, Hyd
- Dr. Sr. Alice Mathew. Learning Disabilities and Remediation, Neelkamal Publications, Hyd
- Elaine Sutherland, Lesley-Anne Barnes Macfarlane (Eds) (2016) Implementing

Article 3 of the United Nations Convention on the Rights of the Child, Best Interests, Welfare and Wellbeing. Cambridge University Press

- Foundations of Vision Rehabilitation Therapy. (2020). United States: APH Press, American Printing House for the Blind.
- Gargiulo, R. M., Kilgo, J. L. (2018). An Introduction to Young Children With Special Needs:
- Birth Through Age Eight. United States: SAGE Publications.
- Garry Hornby James M. Kauffman (eds) (2021). Special and Inclusive Education: \
- Perspectives, Challenges and Prospects. MDPI, Switzerland
- Gordon-Gould, P. & Hornby, G. (2023). Inclusive education at the crossroads: Exploring special needs provision in global contexts. Routledge.
- Hamblin, T. & Bose, S. (2003). Cognitive Development, IICP, Kolkata
- Hamblin, T. & Bose, S. (2003). Motor Development, IICP, Kolkata
- Hamblin, T. & Bose, S. (2003). Play, IICP, Kolkata
- Hornby, G. & Greaves, D. (2022). Essential evidence-based teaching strategies: Ensuring optimal academic achievement for students. New York: Springer.
- Indian Sign Language Class I. (2021). (n.p.): Haryana Welfare Society for Persons with Speech and Hearing Impairment.
- Judy Sebba, Richard Byers, Richard Rose (1993). Redefining the Whole Curriculum for Pupils with Learning Difficulties Paperback. David Fulton publishers.
- Linda Goldman (2017). Whole-School Approaches to Supporting Children's Grief, Loss, and Trauma. Jessica Kingsley Publishers
- M. V. Manoj Kumar (ed)(2023). Computer Assistive Technologies for Physically and Cognitively Challenged Users. Bentham Science Publishers
- NIMH (2003) Educating children with learning problems inn primary schools. Secunderabad: NIMH
- Organization, W. H. (2010). Community-based Rehabilitation: CBR Guidelines. Philippines: World Health Organization.
- Paul, R., Norbury, C. (2012). Language Disorders from Infancy through Adolescence - EBook. United Kingdom: Elsevier Health Sciences.
- Richard Byers, Richard Rose (2005). Planning the Curriculum for Pupils with Special
- Educational Needs A Practical Guide. David Fulton Publishers
- Richard Rose (2005). Becoming a Primary Higher Level Teaching Assistant (Higher Level
- Teaching Assistants Series). First edition, learning matters.

- Sense International India (2017). Handbook on Deafblindness. Ahmedabad India
- Shantanu Dey (2021). Handbook of E-Pedagogy. Clever Fox Publishing, Chennai
- Sibnath Deb (2018). An Empirical Investigation Into Child Abuse and Neglect in India Burden, Impact and Protective Measures. Springer Nature, Singapore
- Tomkins, W. (2012). Indian Sign Language. United States: Dover Publications.
- Warrick, A. &Kaul, S. (2002). Everyone is Talking: Making Communication
- Warrick, A. &Kaul, S. (2002). Everyone is Talking: Using Communication Displays, IICP, Kolkata
- Seale,J,(2022) Technology use by Adults with Learning Disabilities Past,Present, Future Design and Support Practices 1st edition ,Routledge
- Senjam,S, (2024). A Handbook of assistive technology for people with visual disability. Century Publications New Delhi

Web based reading

- https://dsel.education.gov.in/sites/default/files/update/SOP_WASH.pdf
- https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf
- https://mdu.ac.in/UpFiles/UpPdfFiles/2022/Jan/4_01-10-2022_16-23-18_ReadingDifficulties-Disabilities.pdf
- [https://mural.maynoothuniversity.ie/2709/1/KD_Exploring_Language_and_Communication .pdf](https://mural.maynoothuniversity.ie/2709/1/KD_Exploring_Language_and_Communication.pdf)
- <https://niepid.nic.in/LEARNING%20DISABILITIES.pdf>
- https://niepmd.tn.nic.in/documents/Book_on_Deafblindness_040820.pdf
- <https://pubs.asha.org/toc/persp/7/6>
- <https://www.apa.org/pi/disability/resources/assessment-disabilities>
- [https://www.cbm.org/fileadminDisplays, IICP, Kolkata /user_upload/Publications/Guidelines_on_best_practice_for_persons_living_with_deafblindness_EN.pdf](https://www.cbm.org/fileadminDisplays,IICP,Kolkata/user_upload/Publications/Guidelines_on_best_practice_for_persons_living_with_deafblindness_EN.pdf)
- <https://www.niepid.nic.in/Education%20of%20children%20with%20deafblindness.pdf>

- https://www.researchgate.net/publication/226930226_Learning_Difficulties_Literacy_and_Numeracy_Conversations_Across_the_Fields
- <https://www.unicef.org/india/media/1191/file/Making-Schools-Accessible.pdf>
- <https://divyangjan.depwd.gov.in/islrhc/>

SEMESTER 111

Course Code (C4)

Credits: 05

Hours: 100

SEM 135, ICT and Assistive Technology

Introduction

Technology plays a vital role in development including teaching learning process. It is especially beneficial to children with Intellectual Disability to access information through different modalities which otherwise would have been inaccessible to them. This course is designed to provide the learners with knowledge and skills in using technology so that it can be used effectively in teaching as well as with children with intellectual disability.

Learning Outcomes

After completing the course the learner will be able to:

- Explain the meaning, nature and scope of ICT;
- Discuss the role of ICT in special and inclusive classroom and how it can be integrated in the teaching-learning process;
- Use effectively use ICT tools, software applications and digital resources
- Integrate ICT into teaching-learning and its evaluation
- Describe the use and application of educational software and assistive devices for learners with intellectual disability.

Unit I : Educational Technology

- 1.1 Educational technology - definition, meaning, scope and current trends.
- 1.2 Use of technology and multi media in teaching learning environment
- 1.3 Assistive technology -hardware and software in supporting students with Intellectual disability.
- 1.4 Selection, use and maintenance of appropriate assistive devices for persons with intellectual disability. Advantages and limitations in the use of technology
- 1.5 Enabling optimum support in education through technology. Schemes for availing assistive devices: ADIP and other schemes

Unit 2: Instruction using Technology

- 2.1 Computer-Assisted learning - Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search engines and Websites
- 2.2 Preparation of technology enhanced lessons, Hybrid model of teaching
- 2.3 Application of Technology in Lesson Planning, Worksheet Preparation, Implementation of lessons, report writing and Evaluation
- 2.4 Blended learning to meet the learner needs.
- 2.5. Technology in inclusive education

Unit 3: Technology-Supported Learning Situations

- 3.1. Preparation of Learning Schemes and Planning Interactive Use of Audio- Visual Programme

- 3.2 Developing power point/ Slide Show for Classroom Use; Using of Available Software /CDs with LCD Projection for Subject Learning Interactions
- 3.3 Generating Subject-Related Demonstrations- Using Computer Software and Enabling Students to Plan and Execute Projects
- 3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing
- 3.5 Identifying and Applying Software for Managing Disability Specific Problem

Unit 4: Teaching and learning with JCT tools.

- 4.1 Smart Tutoring System (STS)
- 4.2 JCT and Exceptional learning
- 4.3 Advantages of digital teaching and digital TLM
- 4.4 Digital skill development for inclusion
- 4.5 Role of ICT in disability inclusive services and development programs
Digital resource development for inclusive teaching

Unit 5: Application of Technology

- 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- 5.2 Application of Technology in Assistive Devices, professionally advanced software
- 5.3 Application of Technology in Instruction - Individual, small group and large group
- 5.4 Advantages, merits and demerits
- 5.5 Implications for inclusion

Transaction

In addition to lecture mode, actual experiences in using technology as part of the teaching learning process is strongly recommended.

Course work/Practical/Field Engagement

- Organize workshop using JCT for disability friendly class room activities and curricular transaction and submit report
- Develop technology supported lesson plans for PwID and submit
- Use mass media/multi media for creating awareness on disability in rural areas and submit your observation

Recommended Readings

- Chand.T. (1992). Educational Technology. Anmol Publication, New Delhi.
- Green, J. L.(2011).The Ultimate Guide to Assistive Technology in Special Education. New York: Prufrock Press

- Kumar, K.L. (1996). Educational Technology. New Age Publication, New Delhi.
- Lancioni, G.E. & Singh, Nirbhay & O'Reilly, M.F. & Sigafos, J.. (2011). Assistive technology for behavioral interventions for persons with severe/profound multiple disabilities: A selective overview. European Journal of Behavior Analysis. 12. 7-26.
- Mangal, K. (1990). Fundamentals of Educational technology. Prakash Brothers, New Delhi.
- Mehra, V (2004): Educational Technology, New Delhi: SS Publishers.
- Mukhopadhyaya, M. (2005). Education Technology Knowledge Assessment., New Delhi.: Shipra Publications
- Mohanty, J. (1992). Educational Technology. Deep and Deep Publication. New Delhi.
- Sampath, K., Pannirselvam, A., & Santhanam, S. (1990). Introduction to Educational Technology. Sterling Publishers Private Limited, New Delhi.
- Satyapal, R. (1991). Educational Technology, A systematic Text Book. Associated Publishers, New Delhi.
- Shah, O.8. (1991). Educational Technology for developing teaching competency. Gavendra Prakashan, Surat.
- Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking. IGNOU, New Delhi.

Web resources:

www.xceptionalleaningindia.com
<https://thearc.org/our-initiatives/technology/www.ataccess.org>
<http://ataporg.org/index.asp>
<http://www.beachcenter.org/>
<http://www.colemaninstitute.org>
<http://www.pluk.org/ATI.html>
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5319964/>
<https://study.com/academy/lesson/assistive-technology-for-intellectual-disabilities.html>
<https://www.emerald.com/insight/content/doi/10.1108/S0270-401320230000037004/full/hbhl>
https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-C-Content_guidelines.pdf

SEMESTER 111

Course code (C5)

Credits:04

Hours: 80

SEM 136, Psycho-social and Family Aspects

Introduction

Family and environment play a crucial role in development and education of every child including those with Intellectual Disability. As a learner in the field of special education, one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate age appropriate activities as a contributing member. This course is expected to draw learner's attention to these factors which are likely to impact education of children with Intellectual Disability, keeping family as the focus.

Learning Outcomes

After completing the course the learner will be able to:

- Explain the meaning of psychosocial aspects and the impact of psychosocial issues on children with ID and their families.
- Describe the role of special educator in addressing the various psychosocial issues
- Define the role of family support for children with ID and to empower families.
- Ensure family involvement in educational programs
- Explain the role of special educators in empowering families.

Unit 1 : Psychological aspects

- 1.1 Psychological aspects - definition, meaning and concept.
- 1.2 Myths and misconception related to intellectual disability.
- 1.3 Role of special educator in ensuring psychological wellbeing and promoting self- esteem and self-confidence of students with ID.
- 1.4 Creating an environment of psychological well being
- 1.5 Use of Positive behaviour intervention support (PBIS)

Unit 2. Social Aspects

- 2.1 Social issues- exploitation, delinquency, child labour and abuse of persons with Intellectual disabilities
- 2.2 Impact of disability on social development
- 2.3 Attitude of family, community, peer group, teacher, co workers Need for facilitating suitable social environment
- 2.4 Rights and advocacy, promoting self-advocacy - role of special educator.

Unit 3. Issues related to families of children with ID

- 3.1 Counselling and guidance on Issues concerning early identification,
diagnosis, assessment and placement
- 3.2 Issues related to stages of emotions such as shock, guilt, disappointment
- 3.3 Parent child relationship - Planning for support, safety concerns;
Over protection and neglect and its impact
- 3.4 Social attitude - neighbourhood, parents of other children, friendship, support, Societal responses, myths and misconceptions
- 3.5 Role of special educators in supporting the families

Unit 4: Involving and Empowering Families

- 4.1 Understanding the concerns of parents
- 4.2 Family cantered practices: family systems programs, Instructional programs,
- 4.3 Parent management training: parent-child interaction therapy, other interventions
- 4.4 Identification and special services for parents.
- 4.5 Empowering families through parents professional relationship formation of parents self help group and parent association.

Unit 5. Role of Community

- 5.1 Concept, Definition and Scope of Community
- 5.2 Models of community-based rehabilitation (CBR), advantages and disadvantages
- 5.3 Types of community resources and their mobilization
- 5.4 Organizing services for person with disability.
- 5.5 Role of special educator, in promoting institution building and community mobilization.

Transaction

The course can be delivered in the lecture- discussion mode; the learners can be given opportunities to present in the form of seminar and group discussions. Let the learners explore and find ways and means to help persons with intellectual disabilities to help the families and community to accept and include children with intellectual disability.

Course work/Practical/ Field Engagement

- Help the families of children with intellectual disabilities form a parent group in a community - Submit report
- Organise parent training programmes for parent groups on specific theme related to Intellectual Disability - Submit report

- Mobilise community resources and carry out a recreation programme/sports event/cultural programme involving children with and without disability - Submit report

Recommended Readings

- Adamson, L.B., Bakeman, R., Deckner, D.F., and Nelson, P.B. (2012). Rating parent-child interactions: Joint engagement, communication dynamics, and shared topics in autism, Down syndrome, and typical development.
- Brown, I., & Brown, R. (2000). Quality of Life and Disability. Jessica Kingsley Publishers, London.
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Harvard Family Research Project, Cambridge.
- Community based Rehabilitation CBR Guidelines – World Health organization
- Enabling and Empowering families – Principles and Guidelines for practice, CARL DUNST, CAROL TRIVETTE, ANGELA DEAL
- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4)
- Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children:
- Manogna.S.R, Susan.B.K & Kumar. R. J (2022). Sexuality Education Needs Assessment Checklist. NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
- Manogna.S.R, Susan.B.K & Kumar. R. J (2022). Sexuality Education - a Pictorial guide for teaching adolescents and adults with intellectual disabilities. NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
- Manogna.S.R, Susan.B.K & Kumar. R. J (2022). Sexuality Education for adolescents and adults with intellectual disabilities - An instructional guide for parents, teachers and caregivers. NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad
- Paul Wohman, Philip J MC Laughtin, Therese Wehman, Intellectual and Developmental Disabilities, Toward full community Unclusion (Third Edition)
- Srinivasulu. G & Mugesh. T. (2020). Comprehensive Assessment Tool for

Adults with Intellectual Disabilities. NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php

- Taub, D.J. (2006). Understanding the Concerns of Parents of Students with Disabilities: Challenges and Roles for School Counselors. Professional School Counseling Journal, October 2006, 10(1),52-57.

Web Resources:-

[www.mental healthgov.basics.m](http://www.mentalhealthgov.basics.m)

www.lmbsorgcommonmisconception

oshwiki.ed.wiki.pshychosocialissues

www.who.int.publications>cbr

www.intechopen.com>books

www.predictiveindex.com

www.zapddznz.org

SEMESTER 111

Course code (D1)

Credits: 03

Hours: 60

SEM 139, Reading and Reflecting on Texts

Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills among the students. Hence, aspirant graduates who intend to make career in special education must also be good readers and writers. This course is skill based and activity-oriented and is designed to give the learners an opportunity to enhance their reading and writing skills from a professional perspective and apply it suitably for students with disabilities.

Learning Outcomes

After completing the course, the learners will be able to

- Discuss the role and importance of literacy in education
- Describe the difference between reading and reading comprehensions and the skills required.
- Narrate about the different types of texts.
- Discuss writing as a processes and a product
- Detail out the procedure for independent writing

Unit 1: Reflections on Literacy

- 1.1 Role of literacy in education, career and social life
- 1.2 Literacy and self esteem
- 1.3 Literacy and first language
- 1.4 Literacy of second language & educational bilingualism
- 1.5 Braille Literacy

Unit 2: Reflections on Reading and Comprehension

- 2.1 Reading – reading aloud, silent reading
- 2.2 Reading comprehension- learning to read and reading to learn (Chall's stages of reading)
- 2.3 Developing reading and reading comprehension from foundational to higher level; activities and strategies
- 2.4 Self-regulation and Meta cognitive awareness for reading
- 2.5 Reading and reading comprehension amongst children with disabilities

Unit 3: Responding to Texts

- 3.1 Indicators of text comprehension: retelling, paraphrasing, summarizing, answering, predicting ,commenting and discussing
- 3.2 Type of texts narrative, descriptive, directing, and argumentative
- 3.3 Responding to text - reports, policy documents, news, editorial, academic articles, Advertisement, resume, story books and novels

- 3.4 Web search, digital and e-books
- 3.5 Reading preferences, reading for pleasure

Unit 4: Writing as a Process and Product

- 4.1 Writing as a process: language, grammar, vocabulary, spelling
- 4.2 Content, intent, audience and organization
- 4.3 Process of writing - handwriting, neatness, alignment and spacing
- 4.4 Self editing and peer editing using COPS (capitalisation, organisation, punctuation and spellings)
- 4.5 Evaluating Students Writing: Conceptualisation, appropriateness, complexity, organization and literary richness and originality and creativity.

Unit 5: Independent Writing

- 5.1 Writing: Picture description, expansion of ideas, essays, stories, poems, original writing
- 5.2 Professional writing: e.g. applications, agenda, minutes, note taking and others
- 5.3 Converting written information into graphical representation
- 5.4 Filling up Surveys, Forms, Feedback Responses, Checklists
- 5.5 Professional writing in special education and ethics

Transactions

Lectures, journal clubs, seminars, debates and discussions for enhancing reading and writing skills

Course Work/ Practical/ Field Engagement

- Have a peer editing of independently written essays and discuss your reflections upon this experience.
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience.
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4.
- Visit a book store for young children; go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills.

Recommended Readings

- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- Gallangher. K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners High Beam.
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon, Boston.

- McCormick, S. (1999). Instructing students who have literacy problems. Merrill, New Jersey.
- Heller, R. (1998). Communicate clearly. DK Publishing, New York.
- May, F. B. (1998). Reading as communication. Merrill, New Jersey.

SEMESTER 111

Course code (D2)

Credits: 03

Hours: 60

SEM 140, Drama and Art in Education

Introduction:

The rich Indian field of art may be translated into our education system to give exposure to a variety of art forms, learning and appreciating it as well as using it within teaching, advocating and sensitizing. This paper is an opportunity to facilitate the art within learners and the lives they impact. The paper also aims to understand modifications and adaptations that can facilitate the participation of individuals with a disability.

Appropriate learning alternatives are to be provided to learners with disability. E.g. as required, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art.

Learning Outcomes

After completing the course learner will be able to

- Exhibit a basic understanding of art appreciation, art expression and art education
- Understand the diversity within artistic expression
- Apply art as ‘critical pedagogy’ in classrooms
- Adapt and modify activities to enhance learning and teach through art forms
- Promote inclusive art and facilitate participation at cultural and community events

Unit 1: Introduction to Art Education

- 1.1 Art and art education: Meaning, scope and perspectives
- 1.2 Breaking the stereotypes: understanding diversity and different perspectives within artistic expression
- 1.3 Artistic expression: Creative and emotional expression and regulation, Linking art education with multiple intelligence
- 1.4 Power of Art: classroom and beyond (e.g. changing disability narratives, sensitization and advocacy activities), Art therapy
- 1.5 Adaptations, modifications, and strategies to facilitate learning and participation in cultural and community settings

Unit 2: Performing Arts: Dance and Music

- 2.1 Range of activities related to dance and music
- 2.2 Experiencing, responding and appreciating dance and music

- 2.3 Exposure to selective basic skills required for dance and music
- 2.4 Enhancing learning through movement, dance and music: strategies and adaptations
- 2.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 3: Performing Arts: Drama

- 3.1 Range of activities related to performing arts
- 3.2 Experiencing, responding and appreciating drama
- 3.3 Exposure to selective basic skills
- 3.4 Enhancing learning through role plays and drama: strategies and adaptations
- 3.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 4: Visual Arts

- 4.1 Range of activities related to visual arts
- 4.2 Experiencing, responding and appreciating visual arts
- 4.3 Exposure to selective basic skills
- 4.4 Enhancing learning through visual arts: strategies and adaptations
- 4.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 5: Media and Electronic Arts

- 5.1 Range of art activities in media and electronic art forms
- 5.2 Experiencing, responding and appreciating media and electronic arts
- 5.3 Role of ICT and exposure to selective basic skills
- 5.4 Enhancing learning through media and electronic art: strategies and adaptations
- 5.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations

- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course Work/ Practical/ Field Engagement

- Debates or performances to advocate opinions and thought processes
- Self-reflective essays on ways to include art to facilitate better teaching
- Group teaching of academic or non-academic concepts using art
- Develop and implement community sensitisation and awareness activities (e.g. Nukkad natak, art show, awareness campaigns or posters, any other events)
- Using different art forms to change the narrative of disability from “special,” or “overcoming”, to diversity, an integral part of our cultural narrative, artistic expression
- Review Indian and international disabled artists and companies in different art forms

Recommended Readings

- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- Beyer, L.E. (2000). The arts, popular culture and social change. Falmer Press, London.
- Botton, A.D. and Armstrong, J. (2013). Art as Therapy. Phaidon Press, London
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. Teachers College Press, New York.
- Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.
- Heller, R. (1999). Effective Leadership. DK Publishing, New York.
- Lewiecki-Wilson C., & Brueggemann, B. J. (2008). Disability and the teaching of writing: A critical sourcebook. Bedford/St. Martin's, Boston, MA.
- Nyman, L., & Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154). National Art Education Association, Reston, VA.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts, New York.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai
- Ward, A. (1993). Sound and Music. Franklin Watts, New York
- Bhardwaj, S. (2022). *Drama and Art in Education*. Sankalp Publication.
- Chattopadhyay, P., & Sengupta, B. (2021). B.Ed - Drama and Arts in Education - Second Semester (English Version). Aaheli Publishers.

- Linsin, M. (2024). Classroom Management for Art, Music, and PE Teachers. Breakthrough Press.
- Nayar, P. K. (2010). The New Media and Cybercultures Anthology. John Wiley & Sons.
- Apfelbaum, S. (2021). Designing the Editorial Experience. Focal Press.
- Petry, M. (2024). MirrorMirror: The Reflective Surface in Contemporary Art. Thames & Hudson.
- West, B. (2024). The American Musical: Evolution of an Art Form. NYPL Press.

Semester - III**Course code E3****Credits: 05****Hours: 100****SEM 137, Practical Course Related to Intellectual Disability**

Disability Focus	Educational Setting	Hours (100)	Tasks for the Student-Teachers	Description
Intellectual Disability	Resource Room/ Inclusive School	30hrs	b. Lesson Planning and execution on different levels for selected subjects a. Language b. Non Language	10 lessons with suitable adaptation and modifications, suitable TLM and use the principle of UDL.
General	General	25 hrs	Macro Teaching A. Lesson Planning and Teaching for subjects selected a. Language b. Non Language	10 lessons Use technology at least in 5 lessons, and suitable TLM
General	General/Inclusive	25 hrs	B. Lesson planning and Teaching focusing on adaptation and evaluation a. Language b. Non Language	In inclusive class room make suitable accommodations, and use Universal design for learning (UDL)
Intellectual Disability	Regular School	10 hrs	School sensitization on Disabilities for regular staff, peer group and parents	Submit report
Intellectual Disability	Institute/Clinic	10 hrs	Observation of support services	Minimum 10 school periods for OT,PT,BM & Speech Therapy units

Semester - III

Course code: F1

Credits:05

Hours: 100

**Field Engagement/School Attachment/Internship
Course**

SEM 138, Intellectual Disability Special School

Disability Focus	Educational Setting	Tasks for the Student-Teachers	Number of Lessons
Intellectual Disability	Special School	I). Classroom Teaching Across all class levels and Curricular Domains Class Levels a. Pre-Primary b. Primary c. Secondary d. Prevocational	Minimum 20 lessons (Personal/ Social, Functional Academics, Occupational, Recreational)
Intellectual Disability	Special School	II). Behaviour Modification Observation, Assessment & Training	Behaviour Management for 2 Students

Note:

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class.

Student Trainee has to do Behaviour Management for challenging behaviour for two Students with Special Need and submit report.

Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the college.

SEMESTER 1V

Course Code (B4)

Credits: 03

Hours: 60

SEM 141, Life Skills across Life Span

Introduction:

Teaching life skills is essential for fostering independence, social integration, employability, and overall well-being throughout the lifespan of individuals with disability. The skills evolve over a period of time along with the individual with a disability and their environment. Keeping a life span perspective is crucial as it plays a significant role in the holistic development and independence of individuals with special needs throughout their lifespan. It empowers them to lead fulfilling lives and actively participate in their communities.

Learning Outcomes

After completing the course the learner will be able to:

- Critically evaluate the necessity and relevance of appropriate life skills development
- Make individualized adaptations to teach skills across diverse learners
- Plan for transitions at various life stages
- Understand and implement strategies to promote SEL and other critical life skills in individuals with disabilities

Unit 1. Foundations of Life Skills Education

1.1 Introduction to life skills – Definition, Importance and the necessity of life skills

for holistic development

1.2 Theoretical frameworks supporting life skills development

1.3 Developmentally appropriate life skills across different life stages

1.4 Relevance of life skills for children with disabilities

1.5 Ethical, inclusive and experiential practices

Unit 2. Adapting Life Skills for Diverse Learners

2.1 Adaptive and differentiated instruction in life skills

2.2 Assistive technology, AACs in teaching life skills

2.3 Individualized Education Plans (IEPs) for life skills

2.4 Addressing challenges

2.5 Transition planning for life after school

Unit 3. Promoting Social-Emotional Learning (SEL) and Personal Competencies

- 3.1 Understanding emotions and emotional regulation
- 3.2 Strategies for emotional regulation and self-management
- 3.3 Social awareness and empathy
- 3.4 Parent, caregiver and professional's role in supporting social and emotional learning
- 3.5 Methods for Influencing the socio-emotional Development of individuals with special Needs: insights from Current Research

Unit 4. Teaching Critical Life Skills

- 4.1 Perspective taking, critical thinking and problem-solving, executive functioning
- 4.2 Social (interpersonal skills and conflict resolution), Communication skills (Verbal, non-verbal, AACs) and Emotional Regulation (identification, expression and stress management)
- 4.3 Self-care, personal hygiene, privacy and sexuality, and independent living
- 4.4 Financial literacy and functional life skills (home, educational, training and employment setup)
- 4.5 Leadership and self-advocacy, community participation, rights, leisure and recreation

Unit 5. Collaborative Approaches in Life Skills Education

- 5.1 Interdisciplinary collaboration
- 5.2 Family-professional partnerships
- 5.3 Community engagement for life skills
- 5.4 Peer-mediated instruction
- 5.5 Real-life education through life skills: innovations and best practices in special education

Transactions

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course work/Practical/Field Engagement

- Develop worksheets and TLMs to teach essential life skills
- Develop and execute lesson plans to group teach selected life skills to individuals under 10 years of age essential in inclusive classrooms
- Develop and execute lesson plans to group teach selected life skills to

- individuals over 10 years of age essential in educational settings
- Develop and execute lesson plans to individually teach selected life skills essential in a workplace

Recommended Readings

- Chung, C. K., Talreja, V., & a Dream, D. (2022). When We Thrive, Our World Thrives: Stories of Young People Growing Up With Adversity. Notion Press.
- Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (Eds.). (2013). Emotional intelligence in everyday life. Psychology press.
- Elias, M. J. (2003). Academic and social-emotional learning (Vol.11). Brussels, Belgium: International Academy of Education.
- Espelage, D. L., Rose, C. A., & Polanin, J. R. (2016). Social-emotional learning program to promote prosocial and academic skills among middle school students with disabilities. Remedial and Special Education, 37(6), 323-332.
- Humphrey, N., Lendrum, A., Wigelsworth, M., & Greenberg, M. T. (Eds.). (2020). Social and emotional learning. Routledge.
- Keenan, S., King, G., Curran, C. J., & McPherson, A. (2014). Effectiveness of experiential life skills coaching for youth with a disability. Physical & occupational therapy in pediatrics, 34(2), 119-131.
- Kennedy, F., Pearson, D., Brett-Taylor, L., & Talreja, V. (2014). The life skills assessment scale: measuring life skills of disadvantaged children in the developing world. Social Behavior and Personality: an international journal, 42(2), 197-209.
- Life Skills Curriculum in India and research (<https://dreamadream.org/life-skills-curriculum/> & <https://dreamadream.org/financialstype/research-papers/>)
- Life skills training manual - Introduction to Emergencies CPR, AED, First Aid Life skills for young Adults - Ferne Bowe
- Mannix, D. (2009). Life skills activities for secondary students with special needs. John Wiley & Sons.
- Pearson, D., Kennedy, F. C., Bhat, S., Talreja, V., & Newman-Taylor, K. (2021). Thriving in adversity: Do brief milieu interventions work for young adults in the developing world? A pragmatic randomized controlled trial. Social Behavior and Personality: an international journal, 49(9), 1-8.
- Pearson, D., Kennedy, F. C., Talreja, V., Bhat, S., & Newman-Taylor, K. (2021). Thriving in adversity: Do life skills programs work for developing world children? A pragmatic randomized controlled trial. Social Behavior and Personality: an international journal, 49(9), 1-13.
- Pearson, D., Kennedy, F., Talreja, V., Bhat, S., & Newman-Taylor, K. (2020). The Life Skills Assessment Scale: Norms for young people aged 17-19 and 20-22 years. Social Behavior and Personality: an international journal, 48(4), 1-15.
- Ramaswamy, B., Pushpa, R. S., & Gururaj, M. B. (2018). Skill Development

In India (Prabhat Prakashan): Sone ka Nevla: A Treasure Trove of Stories by Sudha Murty. Prabhat Prakashan.

- Rani, K. N., Mohanraj, J., Indira, B., & Lakshmi, B. S. (2012). Step by Step: Learning Language and Life Skills. Pearson Education India.
- Singhal N. (2022). Independence in Self-Care Routines: A Curriculum for Professionals and Parents of Children with Autism and Developmental Conditions. Developed with support from DST, GOI.
- Subasree, R., Nair, A. R., & Ranjan, R. (2014). The Life Skills Assessment Scale: the construction and validation of a new comprehensive scale for measuring Life Skills. IOSR Journal of Humanities and Social Science (IOSR-JHSS), 19(1), 50-58. <https://dreamadream.org/life-skills-assessment-scale/>
- Zins, J. E. (Ed.). (2004). Building academic success on social and emotional learning: What does the research say?. Teachers College Press.

Web References:

https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf

<https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf> <https://www.autismspeaks.org/life-skills-and-autism>

<https://www.autismlevelup.com/>

SEMESTER 1V

Course Code B6 (A) Credits: 03 Hours: 60

SEM 142.1, Guidance and Counseling

Introduction:

Guidance and counselling are vital in helping children and their families to cope with stress and to find the right way to plan their programmes in education, vocation and daily living activities. This course will empower the learners of this course to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help students and their families.

Learning Outcomes

- After completing this course the learners will be able to
- Describe the concept and meaning of Counseling and Guidance.
- Apply the skills of guidance and counseling in classroom situations and with families of the students.
- Describe the process of development of self-image and self-esteem.
- Discuss the types of counseling and guidance in special school and inclusive settings.
- Narrate the importance and scope of family counseling

Unit 1: Introduction to Guidance and Counseling

1.1 Guidance and Counseling: Definition and Aims

1.2 Areas of Guidance and Counseling

1.3 Core conditions in counseling

1.4 Skills and competencies of a Counselor

1.5 Role of the teacher in guiding and counseling students with special educational needs.

Unit 2: Applying Guidance and Counseling skills

2.1 Differentiating counseling and guidance

2.2 Ethics in counseling – e.g. Confidentiality, anonymity, respect, empathy

2.3 Counselor as a good listener

2.4 Guiding the students and their families on specific issues e.g, family issues, concerns on academic performance, special educational needs

2.5 Counseling on specific issues e.g. Career counseling, family issues that emotionally affect the students such as separation/death of dear ones, other traumatic conditions

Unit 3: Enhancing Self Image and Self Esteem

- 3.1 Concept of Self as a human being.
- 3.2 Understanding emotions, feelings and changes
- 3.3 Growth to autonomy
- 3.4 Personality development – role of the counselor
- 3.5 Role of teacher in developing in children, self-esteem and respecting feelings of others

Unit 4: Guidance and Counseling in Inclusive Education

- 4.1 Current status with reference to Indian schools
- 4.2 Types of Counseling: non directional, Child-centered, supportive, family members
- 4.3 Guidance in Formal and Informal situations: Within and outside classroom, vocational guidance
- 4.4 Group guidance: Group leadership styles and group processes
Challenges in group guidance

Unit 5: Family counseling of students with special educational needs

- 5.1 Importance of establishing rapport with the family members.
- 5.2 Addressing family as a unit with focus on the student with special educational need.
- 5.3 Counseling siblings and other extended family members
- 5.4 Connecting home and school – collaboration with school teachers and family
- 5.5 Record maintenance of guidance and counseling interventions.

Transaction

The transaction for this course should be done with a perspective to enhance in the learners the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners.

Course work/Practical/Field Engagement

- I. Counselling and report writing on a selected client/family
- II. Conduct of a simulated parent counselling session
- III. Review documents on vocational guidance and write an essay.

Recommended Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
- Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books.
- Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.
- Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books.
- Mehrotra, N (2016). A resource book on disability studies in India,
- <https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf>
- https://www.niepid.nic.in/Protocol_Psy.pdf
- <https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india>

SEMESTER 1V

Course Code (B 6) Credits: 03 Hours: 60
SEM 142.2, Early Childhood Care and Education

Introduction

The course is designed to provide the learners with an insight into importance of early childhood period especially the critical period of growth and development. Knowledge about the Domains of development and important milestones of typical children in this course will help in identifying delays, at risk children and refer them for assessments. The identified young children with disabilities could be supported through interventional play based activities in an ECCE program. So the overall aim of the course is to facilitate inclusion ECCE practices right from the start.

Learning Outcomes

After undertaking the course the student-teachers will be able to

- Explain the various domains of development.
- Describe ways to identify at risk children and use screening tools
- Describe the provisions and requirements for ECCE
- Enumerate the inclusive early education pedagogical practices.
- Describe the requirements for school readiness and transitioning

Unit 1: The Early Years: An Overview

- 1.1 Growth and development – Factors affecting growth and development, Principles of development, ages and stages of development
- 1.2 Critical period of development and Neural Plasticity
- 1.3 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of opportunity for learning
- 1.4 Domains of development: 1) Physical, motor & health 2) Communication and language, 3) Cognition, 4) Socio-emotional and 5) Approaches to learning.
- 1.5 Significant milestones under each domain and red flags

Unit2: Early Childhood Education & Intervention

- 2.1 Young children at risk as a result of physical and environmental factors and those resulting from individual and family circumstances.
- 2.2 Developmental checklists for screening & referrals
- 2.3 Developmental Systems Model for Early Intervention

2.4 Cross disability approach for early intervention

2.5 Play as a tool for screening children

Unit 3: Requirements and provisions for Inclusive ECE

3.1 Service Delivery systems for ECCE and EI : ICDS under Ministry of Women & Child development, DECIC under MoH and CDEIC under DEPwD of MSJ&E

3.2 The ecosystem model for inclusive ECCE: Provisions at individual (child and family outcomes) micro system (Peer and teacher interactions), meso system (curriculum and professional team approach) , exosystem (community participation), and macro- level (national policy provisions).

3.3 National and Global provisions: UNCRC (1989) & Protocols, The commission for protection of child rights (2005), Prohibition of child marriage Act (2006), POCSO (2012), Juvenile Justice (Care and Protection of Children) Act (2015), Child labour (Prohibition and Regulation) Amendment Act (2016) NEP 2020 provisions for ECCE.

3.4 Setting up of Inclusive ECCE: Infrastructural requirements, curriculum and collaborative practices

3.5 Importance of Natural Environments and role of family in developing Individualized Family Service Plan (IFSP)

Unit 4 Inclusive Pedagogical practices

4.1 Integrating Theories of Development into pedagogical practices

4.2 Types and Stages of play – Symbolic play and its importance for the children with Disabilities

4.3 UDL based activities in ECCE

4.4 Developing Creativity, critical thinking, language, communication, Literacy, Numeracy through Activity Based Learning

4.5 Developing musical, aesthetic, scientific & cultural Skills in young children

Unit 5 School Readiness and Transitions

5.1 Children's readiness for school and school readiness for children

5.2 Indicators of school readiness

5.3 NIPUN Bharat's Goals and competencies for school readiness

5.4 Transitioning from Home to inclusive ECCE

5.5 Transitioning from inclusive ECCE to inclusive schools

Practical/ Field Engagements

- Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years
- Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs
- Develop an IFSP and a Transition plan

Transactions

Visits, Observations & Workshops.

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4th Ed). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: Rand McNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.
- Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2nd Ed.). New York: Routledge Publication.
- Desparabhu, S. (2019). Early Childhood Special Education – An Introduction. Kanishka Publishers, Distributors. New Delhi
- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.
- Cross Framework for Cross Disability Early Intervention & School Readiness PEHAL (Birth to 3 years) NIPUN Inclusive (3 to 6 years) RCI DEPwD of MSJE
https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf
- 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.
- Mohite, P. & Prochner, L. (2008). Early Childhood Care and Education.

Concept publishing Company. New Delhi.

- NCFFS (2022) National Curricular for Foundational Stage , NCERT,DOSEL, MoE New Delhi
- Sen Gupta, M. (2009). Early Childhood Care and Education. PHI Learning Private Limited. New Delhi.
- Venkatacharya, P., Reddy, K. S. & Shridevi, k. (2018). Early Childhood Care and Education. Neelkamal Publications Private Limited. New Delhi.

Web references

- https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf
- https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf
- https://ncert.nic.in/dee/pdf/smooth_successful.pdf
- https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- <https://www.right-to-education.org/issue-page/early-childhood-care-and-education>
https://itpd.ncert.gov.in/pluginfile.php/1541285/mod_resource/content/1/17_eng_ecce_in_india.pdf

SEMESTER 1V

Course Code: B6 (B)

Credits:03

Hours:60

SEM 142.3, Positive Behaviour Supports

Introduction:

Aligned with the principles of inclusive education, Positive Behavior Supports foster a positive atmosphere in which all individuals feel supported, valued and encouraged. A crucial aspect of effective special education, PBS helps us understand and address behaviours that may otherwise seem challenging and also promote an inclusive environment where students with disabilities are actively engaged and included in all aspects of school life. This there by facilitates the learning, growth and development along with the overall well-being of all individuals including those with disabilities.

Learning Outcomes

After completing the course, the learner will be able to:

- Develop an understanding of the underlying principles and assumptions of positive behavior support
- Use various measures of behavioural assessment.
- Integrate techniques and methods of positive support in teaching and learning environments.
- Select suitable strategies form an aging challenging behaviors.

Unit 1: Understanding Behaviour

- 1.1 Behaviour – Definition, features
- 1.2 Topography and functions of behaviour
- 1.3 Communicative and non-communicative functions of behaviours
- 1.4 Role of internal factors (pain, hormones, sleep, physical and mental health and medication)
- 1.5 Role of external factors (unpredictability , lack of clarity, sudden changes)

Unit 2: Promoting Positive Support

- 2.1 Concept & Definition of Positive Behaviour Support
- 2.2 Functional Analysis of Behaviour
- 2.3 Differentiating between shut downs, melt downs and tantrums
- 2.4 Understanding focused interests and motivations
- 2.5 Importance and benefits of self-stimulatory behaviours

Unit 3: Positive Strategies for Behaviour Support

- 3.1 Proactive, Active and reactive strategies
- 3.2 Using interests to promote positive behaviours
- 3.3 Using structure and visual strategies to promote positive behaviour
- 3.4 Providing choices, agency and control
- 3.5 Teaching emotional regulation

Unit 4: Key Elements

- 4.1 Fostering safe and positive relationships
- 4.2 Fair and predictable consequences
- 4.3 Differentiated instructions
- 4.4 Significance of environmental modifications
- 4.5 Creating sensory - friendly, predictable environments

Unit 5: Developing Behavior Support Plans

- 5.1 Identifying , assessment and management of challenging behaviour
- 5.2 Limitations and negative impact of the use of aversive and punishment procedures
- 5.3 Data-driven decision making
- 5.4 Collaboration and team work
- 5.5 Writing Individualized Positive Behaviour Support Plan

Transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course work/Practical/Field Engagement

- Observation and functional analysis of the behaviour
- Development of an individualized PBS plan in different settings: educational, home, public places

Recommended Readings

- Stormont, M., Lewis, R., B., & Johnson, W., T., (2008). *Implementing Positive Behaviour Support Systems in Early Childhood and Elementary Settings*. Sage Publications, California.
- Riffe, A., L. (2011). *Positive Behavior Support at Tertiary Level*. Sage Publications, California.
- Young, L., E., Calabrese, P., Richardson, M., J., & Young, K., R. (2012). *Positive behaviour support in secondary schools*. A Division of Guilford Publications, New York.
- Cooper, O., J., Heron, E., T., & Heward, W., L. (2020). *Applied Behaviour Analysis*. Pearson Education Limited.
- Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P.J. (2008). Implementation of school-wide positive behavioural interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment Children*, 31(1), 1–26. <http://www.educationandtreatmentofchildren.net/>
- Dunsmoor, J.E., Murphy, G.L. (2015). Categories, concepts, and conditioning: how humans generalize fear. *Trends Cognitive Science* ;19(2):73-7. doi:10.1016/j.tics.2014.12.003
- Polloway, E.A., Patton, R.P., & Serna, L., (2008). *Strategies for teaching learners with special needs*. Ohio: Pearson
- Timothy & William, J. (2019). *Applied behavioural analysis*. Boston: Pearson Publishers. What is School-Wide Positive Behavioural Intervention and Supports? (2010). *Positive Behavioural Intervention and Supports*. http://pbis.org/school/what_is_swpbs.aspx
- Whitman, M.A. (1975) *Behaviour Modification: Introduction and Implications*, 24 DePaul L. Rev. 949 Available at: <https://via.library.depaul.edu/law-review/vol24/iss4/6>

Websites:

- <https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis> - <https://www.researchgate.net/deref/http%3A%2F%2Fpbis.sagepub.com%2F>
- <https://doi.org/10.1002/pits.22209>
- Culturally responsive practices and PBIS. Annotated bibliography. <https://files.eric.ed.gov/fulltext/ED601040.pdf>
- https://cdn.ymaws.com/member.tash.org/resource/resmgr/Webinars/2016/2016-PBISWebinar/1990_JASH_Toward_Nonaversive.pdf
- https://mn.gov/mnddc/positive_behavior_supports/pdf/From-Behavior-Management-toPositive-Behavioral-Supports.pdf

- <https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-ImplementingPositive-Behavioural-Systems-at-You-School-2017.pdf>
- [https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-Implementing-Positive-](https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-Implementing-Positive-Behavioural-Systems-at-You-School-2017.pdf) Behavioural-Systems-at-You-School-2017.pdf

SEMESTER 1V

SEM 142.4, Community-Based Rehabilitation

Course Code (B 6) Credits: 03 Hours: 60

Introduction:

The course is designed to help the learners understand the importance of Community Based Rehabilitation, and its impact on the lives of persons with other disabilities. The course will also facilitate the learning about mobilising the resources from the community and its utilisation for the benefit of persons with disabilities and their families. The course content provides inputs about role of OPDs, siblings' groups, SHGs and will help to gain knowledge about participatory approach in CBR.

Learning Outcomes

After completing this course the learners will be able to

- Explain the concept, principles and scope of community-based rehabilitation.
- Learn the strategies for promoting public participation in CBR.
- Apply suitable methods for preparing persons with disability for rehabilitation within
 - the community.
- Provide need-based training to persons with disabilities.
- Develop an understanding of the role of government and global agencies in CBR.
- Develop an understanding of the roles played by OPD members and siblings

Unit 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR

1.2 Principles of CBR

1.3 Difference between CBR and Institutional Living

1.4 Socio-cultural and Economic Contexts of CBR

1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

2.1 Awareness Program-Types and Methods

2.2 Advocacy - Citizen and Self

2.3 Focus Group Discussion

2.4 Family Counselling and Family Support Groups

2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

3.1 School Education: Person-Centred Planning, and Peer Group Support

3.2 Transition: Individual Transition Plan, Development of Self

Determination and Self Management Skills

- 3.2 Community Related Vocational Training
- 3.3 Skill Training for Living within Community
- 3.4 Community Based Employment and Higher Education

Unit 4: Inclusive Community Development

- 4.1 Community, Disability and Development
- 4.2 Mapping of resources in the community
- 4.3 Advocacy and collaboration with government departments
- 4.4 Identifying needs of families and developing IFSP
- 4.5 Disability and poverty

Unit 5: Mobilising Community for inclusion of persons with disabilities

- 5.1 Promoting OPD and their roles in CBR
- 5.2 Promoting Sibling Groups
- 5.3 Inclusion of PwDs in SHG
- 5.4 Inclusion of PwDs in Panchayat-Raj
- 5.5 Participatory approach of CBR

Transaction

Besides the lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates and visit to community to interact with OPDs and SHGs.

Course work / Field Engagement

- Visit an ongoing CBR program and write a report on its efficacy
- Organize a community awareness program
- Conduct a focus group discussion on a selected disability issue with school/college students

Recommended 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.

SEMESTER 1V

Course Code: (B6)

Credits: 03

Hours: 60

SEM 142.5, Application of ICT in Education

Course Description

This course has dual purpose: firstly it aims to orient the teacher trainee to various applications of Information and Communication Technology in teaching learning process; and secondly it intends to orient the learners to understand the scope and application of ICT for students with disabilities. The course includes uses of all kinds of media and computer in order to give hands on experience of applying ICT in various learning environments as well to familiarize the student teacher with different modes of computer-based learning.

Learning Outcomes

After completing the course, the learners will be able to

- Gauge the varying dimensions in respect of ICT and Applications in Special Education.
- Delineate the special roles of ICT Applications.
- Acquire Familiarity with Different Modes of Computer-Based Learning.
- Describe the application of ICT in Inclusive setups
- Explain the policy provisions for ICT

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

- 1.1 Meaning, Definitions and Importance of ICT
- 1.2 Scope of ICT in Teaching Learning Process, Assessment, Administration and Research
- 1.3 Role of ICT in 'Construction of Knowledge' (Constructivism & ICT)
- 1.4 Integrating ICT in Special Education and its Application
- 1.4 Challenges of ICT in Education

Unit 2: ICT, Computer and Communications

- 2.1 Communicative Skills & ICT (Supporting Listening, Speaking, Reading & Writing for different groups)
- 2.2 Mass Communication Media: Radio, Television, Newspaper, Magazines, Internet based Social Media
- 2.3 Computers: Functional Knowledge, Using Word Processing, Spreadsheet and Presentation Software
- 2.4 Computer as a Learning Tool: Effective Browsing; Cross Collating Knowledge from Varied Sources

2.5 Communication with Stakeholders & Use of ICT

Unit 3: Visualising Technology-Supported Learning Situations

- 3.1 Preparation of Learning Schemes and Planning Interactive Use of ICT
- 3.2 Developing PPT Slide Show for Classroom
- 3.3 Organising virtual classroom and virtual meetings
- 3.4 Organizing Teleconferencing and Video-Conferencing
- 3.5 Assessment Strategies and Scope of ICT

Unit 4: ICT Ecosystem for Inclusive Education

- 4.1 Creating ICT Ecosystem in the school for inclusive education– hardware, software
- 4.2 Use of OERs; Free and Open Source Software (FOSS)
- 4.3 Assistive Technologies and ICT for planning and classroom management
- 4.4 MOOCs, e groups, e-forums, etc (National level Initiatives)
- 4.5 E-Classroom: Concept, and Required Adaptations for Students with Disabilities

Unit 5: Policy, Legal & Ethical Concerns

- 5.1 Security Threats and Measures; Cyber privacy and Netiquette
- 5.2 National Level initiatives for promotion of E-learning
- 5.3 Ethical Practices; Cyber laws and Child Safety
- 5.4 International and National Policy concerns on Use of ICT in education
- 5.5 Overview of WCAG (Web Content Access Guidelines)

Course Work/ Practical/ Field Engagement (any Two of the following)

- I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
- II. Prepare a PPT by inserting photos and videos on a topic of your choice
- III. Create your email account as well as design a blog
- IV. Enrol and complete MOOC courses in Swayam Portal
- V. Analyse OERs on National Platform, write the features and characteristics of these OERs

Suggested Reading

- 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.
- 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.
- CEMCA (2016). Resource Book on ICT Integrated Teacher Education. The Commonwealth Educational Media Centre for Asia (CEMCA).
- UNESCO (2023). UNESCO's ICT Competency Framework for Teachers

SEMESTER 1V

Course Code: B 6 Credits: 03 Hours: 60

SEM 142.6, Disability, SEDGs, and Gender

Introduction

This course will prepare learners to develop an understanding about the intersectionality of disability with Gender and other Socio Economic disadvantaged Groups (SEDGs). The purpose is to inculcate the human oneness and valuing and respecting persons with disabilities regardless of their socio-cultural identities, gender, geographical conditions and socio- economic backgrounds. This course is also aimed at creating awareness among the learners about the legal provisions for empowerment of persons with disabilities belonging to different socio-economically disadvantaged groups (SEDGs). The expected long term benefit is to develop knowledge, skills and attitude among learners about the sensitivity and vital points of considerations while planning and executing learning activities for students with disabilities belonging to diverse SEDGs.

Learning Outcomes

After completion of this course the student-teachers will be able to

- Develop an understanding of human rights based approach in context of disability, human values and co-existence of disability among socio-economically disadvantaged groups..
- Explain the socio-demographic perspectives of gender and disabilities, compounding impact of gender and disability, legal safeguard for girls and transgender and gendered experiences of students with disabilities.
- Describe the socio-cultural and educational issues and concerns of students with disabilities belonging to Socio-cultural groups (ST, SC, OBC and Minorities), educational programmes and role of a teacher.
- Illustrate the challenges in education of students residing in difficult and aversive geographical terrains, educational initiative and role of a teacher
- Enlist the challenges faced by children with disabilities in difficult circumstances, analyse the disadvantageous impact on the CwDs and plan out the educational intervention programmes for them.

Unit 1: Human Rights, human values and disability

- 1.1 Human rights-based approach: Concept, history and advantages
- 1.2 Principles of human rights-based approach- Equality and non-discrimination, universality & inalienability, participation and inclusion, interdependence and interrelatedness, accountability and rule of law
- 1.3 Instruments of human rights system- Legal frameworks, policies &

programmes, resources and supports, public awareness-information, education and communication (IEC), establishments, networking and collaborations with different societal spheres

- 1.4 Human values and disability- Social existence of disability, human diversity and rights, empowerment, enforceability, indivisibility, participation, legal and social protection, safety and security, and advocacy
- 1.5 Socio-Economically Disadvantaged Groups(SEDGs) and human empowerment– SEDGs- social and legal identities, their socio-economic conditions, empowerment provisions for their health care, education, employment, legal protection and justice, accessible public spaces and services, social inclusion and community participation.

Unit 2: Gender Identity and disability

- 2.1 Gender and socialization practices - gender and sex, stigma and discrimination, gender roles and responsibilities, socialization of boys, girls and transgender in family and society.
- 2.2 Disability and socialization practices- gendered disability, stigma and discrimination, violence, individuals with disability and their roles and responsibilities, socialization of boys, girls and transgender with disability in family and society.
- 2.3 Legal safe guards for girls and transgender with and without disability- Constitutional provisions, PWDV Act 2005, POCSO-2012, JJ Act 2015, RTE (amendment) Act 2012 and, RPwD Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Criminal Law (Amendment) Act, 2013 & 2018
- 2.4 Gendered experience of students with disability- Residential and non-residential schools, classrooms and beyond, curriculum, learning activities, textbooks, assessment, equity and social role valorization, implications for teaching and learning in different learning centres.
- 2.5 Educational initiatives and teachers' role: Policy, schemes and programmes, gender inclusion fund, measures for empowerment of girls, women and transgender with disability on enhancing quality of their socio-economic conditions, education, health (including sexual, reproductive and mental health), employment, life-style.

Unit 3: Disability and Socio-cultural groups

- 3.1 Socio-Cultural Groups- Constitutional and social identities, educational and social rights, policy and programmes for scheduled tribes, scheduled castes, other backward classes, linguistic and religious minority groups.
- 3.2 Socio-educational issues and concerns- marginalization, discrimination and social exclusion, harassment, poverty, social mores & customs, language, inaccessibility to quality schools.
- 3.3 Gendered disability among socio-cultural groups- multiple and compound

impacts of disability and disadvantagedness, lack of resources and supports, underrepresentation in schools.

3.4 Educational initiatives: Identification of untapped talents among SEDGs, inclusion fund, up gradation and strengthening of schooling system, academic activities under tribal sub-plan and scheduled caste sub plan, relaxations and reservation schemes, scholarships and other incentive schemes.

3.5 Teachers' role in promoting equality and inclusion- respect and acceptance of socio-cultural conditions, contextualization of curriculum, multilingual pedagogical approach, skills of multi-grade teaching, identification of socio-cultural milieu and other resources, use of socio-cultural capital of learners in teaching and learning.

Unit 4: Disability and Geographical conditions

4.1 Geography and disparity in education - inter and intra states disparity, poverty, specific issues of coastal areas, hilly areas, dessert, natural disasters prone areas, developmental projects area, international boundaries area.

4.2 Geographical conditions and disability- issues related to different geographical terrains,

access to education, access to rehabilitation services, infrastructural conditions, language and culture, availability and accessibility of resources, services, information, communication and transport.

4.3 Educational initiatives in difficult terrains: Government schemes and programmes, intervention in aspirational districts, PM- New 15 point programmes, Special Education Zones, Special Education Zones, residential schooling, alternative forms of schooling, scholarships and other incentive schemes.

4.4 Local governance and collaboration: understanding the local governance, resource identification and resource mobilization, collaboration with local organizations and community.

4.5 Teachers' role in promoting equality and inclusion- understanding the geographical conditions and learning needs of children, adjustment of learning spaces, adaptation and accommodation in scheduling of learning activities and timings, adaptation in curriculum, teaching-learning, assessment, harnessing technology.

Unit 5: Disability, Socio-economic and other disadvantaged conditions

5.1 Disability and poverty: Occurrence of disability, discrimination and vulnerability, other interacting factors like family interaction, child rearing, nutrition, social and physical well-being, employment.

5.2 Disability in migrant community, refugees, construction workers- CwDs in migrating families, ambiguous sense of belongingness, lack of housing and inaccessible living arrangements, experiences of simultaneous

discrimination, health and social relations, sense of helplessness.

5.3 Children with disability in chronic distress and at risk conditions- CwDs of chronically ill parent(s), sex-workers, single parents, prisoners, CwDs in juvenile/observation homes, CwDs engaged in substance abused, CwDs living in vulnerable situations, orphans with disabilities, child beggars, destitute CwDs, victims with disabilities of or CwDs of victims of trafficking, victims with disabilities of disasters, social conflicts, war and other human actions.

5.4 Educational initiatives: Policy, schemes and programmes, short-term mitigating interventions and long term sustainable interventions, educational opportunities in mobile schools, schools on wheel/tents, porta-cabin schools, learning in shelter homes, services of counselors, social workers and volunteers as in NEP 2020.

5.5 Teachers' role in promoting equality and inclusion- learning opportunities in difficult situations, curricula alignment, designing of portable learning aids, package programming and digital education, developing information and community support mechanism, working with family in distress, identifying and use of strengths within at risk community, resourcefulness and service provision in crisis situation, inter and intra linkages in community and bridging the gap between the school and community.

Transaction

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, issue-based classroom interactions in addition to lectures and seminars. Field-visits, cross-sectional survey, case studies, assignments and projects should be added to strengthen the transactional process and learning.

Course work/Practicum/Field Engagement

- Design activity- log to establish a Gender Justice Club or Disability Support Circle in school.
- Study the case of a woman with disability and submit a report.
- Explore internet and document case-studies of transgender with disability
- Review selected paper/s authored by women with disability
- Conduct a gender analysis of a selected disability Act/policy
- Interact with children and families of socio-cultural groups, identify the challenges of education and prepare a plan of action.
- Visit to observation homes/shelter homes/homes of construction workers,

migrant families in your locality, interact with CwDs and families at risk and prepare a package programme for her/his holistic development.

Recommended Readings

- Alber, B. and Hurst, R. (2004). Disability and a human rights approach to development. Disability Knowledge and Research. (available at www.disabilitykar.net)
- DGS (2021). Inclusion of Transgender Children in School Education: Concerns and Roadmap. Department of Gender Studies, National Council of Educational Research and Training, New Delhi.
- DoSEL (2020). National Education Policy-2020. Department of School Education and Literacy. Ministry of Human Resource Development (Now Ministry of Education), New Delhi.
- Ghosh, M. (2015). Disability and women: A Note on the Tribal Aboriginals in Darjeeling Hills. International Journal of Scientific Research, 4(4), doi:10.36106/ijsr
- Gobinda C. Pal (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series Indian Institute of Dalit Studies New Delhi
- 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.
- NCERT (2006). Position Paper-National Focus Group on Gender Issues in Education. National Council of Educational Research and Training, New Delhi.
- NCERT (2013). Training Material for Teacher Educators on Gender Equality and Empowerment. National Council of Educational Research and Training, New Delhi.
- NCERT (2017). Minority Education- Policies, Programmes and Schemes- Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.
- NCERT (2017). Modules for Enhancement of Quality Education-Issues, Challenges and Concerns of Scheduled Castes (A Training Package). National Council of Educational Research and Training, New Delhi.
- NCERT (2020). Inclusion in Education-A Manual for School Management Committee. National Council of Educational Research and Training, New Delhi.

- NCERT (2020). Inclusion in Education-A Manual for School Management Committee.National Council of Educational Research and Training, New Delhi.
- NCERT (2021). Educational Rights of Children with Special Needs-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.
- O'Brien, J.,&Forde,C. (2008).Tackling Gender Inequality,Raising Pupil Achievement. Dunedin Academic Press, Edinburgh.
- Pal, G.C. (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion.Working Paper Series, Indian Institute of Dalit Studies, New Delhi.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. Atlantic Economic Journal, 38(4), 465-466.
- 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.
- SCSTRTI (nd). Study on Cost Disability in TSP Areas of Chhattisgarh, Jharkhand and Odisha, Scheduled Caste and Scheduled Tribe Research and Training Institution, Govt. of Odisha.
- Smith, B. G., & Hutchison, B. (2013). Gendering Disability. Rutger University Press, New Jersey.
- THE Criminal Law (Amendment) ACT, 2018 Available at https://www.mha.gov.in/sites/default/files/CSdivTheCriminalLawAct_14082018_0.pdf
- The Criminal Law Amendment Act 2013, available at [The Criminal Law Amendment Act 2013 0.pdf](#)
- The Juvenile Justice (Care and Protection of Children) Act, 2015, available at <https://www.indiacode.nic.in/bitstream/123456789/8864/1/201602.juvenile2015.pdf.pdf>
- The Protection of Children from Sexual Offences Act, 2012, available at https://l1ddashboard.legislative.gov.in/sites/default/files/The_Protection_of_Children_from_Sexual_Offences_Act_2012.pdf,
- The Protection of Women from Domestic Violence Act, 2005, available at <https://l1ddashboard.legislative.gov.in/sites/default/files/A2005-43.pdf>
- The Right of Children to Free and Compulsory Education Amendment Act 2012, available at <https://www.l1dexplained.org/wp-content/uploads/2022/01/Right-of-Children-to-Free-and-Compulsory->

Education-Amendment-Act-2012-English-Copiable_Searchable.pdf

- The Rights of Persons with Disabilities Act, 2016, available at <https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf>
- The Transgender Persons (Protection of Rights) Act 2019[https://thc.nic.in/Central_Governmental_Acts/Transgender_Persons_\(Protection_of_Rights\)_Act,_2019.pdf](https://thc.nic.in/Central_Governmental_Acts/Transgender_Persons_(Protection_of_Rights)_Act,_2019.pdf)
- Treas, J., & Drobic, S. (2010). Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective. Stanford University Press, Stanford

SEMESTER 1V

Course Code (D3)

Credits:03

Hours:60

SEM 143, 143 Basic Research and Statistics

Introduction:

Developing holistic and capable learners in the ever-changing educational landscape requires integrating basic research and statistics. As the foundation of academic study, basic research introduces students to essential theories and methods, enabling them to gain a deeper understanding of their chosen subjects. This foundational knowledge stimulates their intellectual curiosity, fostering critical thinking skills in young learners. By evaluating data and identifying gaps in their understanding, students are better equipped to navigate complex problems and pursue meaningful inquiry.

Learning outcomes:

After completing the course, the learner will be able to:

- Describe the concept, meaning, and methods of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting research.
- Apply suitable measures for data organization and analysis.

Course Content

Unit 1: Introduction to Research

- 1.1 Research: Concept, Definition, Meaning and Importance of Research
- 1.2 Purpose and Characteristics of Research
- 1.3 Methods of Research (Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/Empirical)
- 1.4 Action research in Teaching Learning process, Purpose, Steps and Professional Competencies
- 1.5 Research in Education and Recent Trends in Special Education Research

Unit 2: Process of Research

- 2.1 Process of Research (Selection of Problem, Formulation of Hypothesis, Collection of Data, Analysis of Data and Conclusion)
- 2.2 Research Design: Concept Types and its Uses
- 2.3 Population and Sample
- 2.4 Ethics in Research
- 2.5 Report writing

Unit: 3 Measurement, Analysis and Interpretation of Data

- 3.1 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 3.2 Scale for measurement: Nominal, Ordinal, Interval and Ratio
- 3.3 Organization of Data: Array, Grouped Distribution and Graphical Representation of Data
- 3.4 Computation and Interpretation of Measures of Central Tendency and Dispersion: Mean, Median, Mode, Standard deviation and Quartile Deviation
- 3.5 Computation and Interpretation of Correlation Coefficient: Product Moment and Rank Order Correlation

Transaction

- Develop a teacher Made test for a given subject matter
- Develop a questionnaire /checklist
- Develop an outline for conducting action research
- Student - Centric Discussion
- V A K teaching
- Spaced Learning
- Differentiated Instruction
- Dual Coding
- Flipped Classroom
- Lecture Method
- Demonstrative Method
- Interrogative Method
- Active Method
- Experimental Method
- Heuristic Method

Course work/ Practical /Field Engagement

- Assignment(s) Group /Small Group / Individual)
- Project(s) Group/Small Group / Individual)
- Workshop and Training Sessions
- Professional Development Opportunities in Research
- Reflective Journals and Reports

Suggested readings

- Basic Research and Statistics Book Material, Dr. B.R. Ambedkar Open University, Hyderabad, 2020
- Bernard Ostle (2012), *Statistics in Research: Basic Concepts and Techniques for Research Workers*, Literary Licensing, LLC
- Best, J. W., & Kahn, J. V. (1996), *Research in Education*, Prentice-Hall of India, New Delhi
- C. R. Kothari (2004), *Research Methodology: Methods & Techniques*, New Age International (P) Limited, Publishers, New Delhi
- Chaitanya Kumar (2021), *Basic Research Methods and Statistics for Social Sciences*, Kindle Edition, Insha Publications
- Cohen, J. (1988), *Statistical Power Analysis for the Behavioral Sciences*, Academic Press, New York
- Creswell, J. W., & Creswell, J. D. (2023), *Research design: Qualitative, quantitative, and mixed methods approach (5th ed.)*. SAGE Publications.
- Dooley, D. (1997), *Social Research Methods*, Prentice-Hall of India, New Delhi
- Duncan Cramer (1996), *Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using Minitab*
- Field, A., & Miles, J. (2023). *Discovering statistics using R* (3rd ed.). SAGE Publications.
- Greene, S., & Hogan, D. (2005), *Researching Children's Experience*, Sage Publication, London
- 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
- Jitendra Kumar et al. (2022), *Basic Research Methodology and Statistics*, Thakur Publication Private Limited
- Koul, L. (1996), *Methodology of Educational Research*, Vikas Publishing House, New Delhi
- Leedy, P. D., & Ormrod, J. E. (2024). *Practical research: Planning and design* (12th ed.). Pearson.
- Nancy et al. (1999), *Basic Research Methods and Statistics: An Integrated Approach: An Integrated Approach*, S.Chand (G/L) & Company Ltd Publishers

- P.K. Mohanty & S.K. Patel (2019), *Basic Statistics 2nd Edition*, Scientific Publishers
- Potti, L. R. (2004), *Research Methodology*, Yamuna Publications, Thiruvananthapuram
- Robert et al. (2012), *Basic Statistics for Social Research: 38 (Research Methods for the Social Sciences)*, Jossey-Bass Publication
- Vimal Agarwal (2022), *Basic Research Methodology and Statistics*, SBPD Publications
- Y.K. Singh (2006), *Fundamental of Research Methodology and Statistics*, New Age International (P) Limited, Publishers, New Delhi

Online Resources:

- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report>
- <https://southcampus.uk.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>
- <https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>
- <https://makemeanalyst.com/basic-statistics-for-data-analysis/>
- <https://www.scribbr.com/methodology/research-ethics/>

SEMESTER 1V

Course Code (G1)

Credits:03

Hours:60

SEM 144, Employability Skills

Introduction:

Employability skills are essential abilities and attributes that enable individuals to thrive in the workplace and adapt to changing professional environments. These skills go beyond academic knowledge, focusing on effective communication, teamwork, problem-solving, and adaptability, which are critical for career success and personal growth. The subject equips learners with the tools to navigate the evolving job market and prepare for future challenges.

Learning Outcomes

After under taking the course the learners will be able to:

- To enhance learners' foundational understanding of employability and its relevance to career success.
- Develop learners' proficiency in applying digital skills, using online tools, and practicing financial literacy to meet modern workplace demands.
- Cultivate awareness of environmental challenges, sustainable practices, and enhance critical thinking and decision-making for complex global and workplace issues.
- Prepare learners for career advancement through personal grooming, goal setting, and job readiness skills like resume building and interview techniques.
- Inspire learners to use e-learning platforms to acquire 21st-century skills and create a personalized plan for continuous career development.

Unit 1: Introduction to Employability Skills

- 1.1 Definition, Concept, Types and Importance of Employability Skills
- 1.2 Learning Employability Skills Online: E- Learning , benefits of e-learning, E-learning portals for Employability skills
- 1.3 21st Century Employability Skills: Essential employability skills, making a plan for skill development
- 1.4 Protecting Our Environment: Environmental crisis, Need for maintaining a sustainable environment, Develop green lifestyle
- 1.5 Critical Thinking and Decision Making: Concept of Critical Thinking, Concept and types of Decision Making; Skills required for effective decision – making and Steps to Enhance decision -making skills

Unit 2: Digital and Financial Literacy

- 2.1 Meaning of digital skills, literacy and technology
- 2.2 Basics and functions of computer: Internet safety, online banking and digital transactions.
- 2.3 Using online tools for career growth: Zoom, Google meet and WebEx meet
- 2.4 Money management and savings: Financial Literacy, basics of banking, Online Banking and Payment
- 2.5 Mobile applications and its Benefits

Unit 3: Career Development and Getting Ready for Job

- 3.1 Importance and maintenance of Personal Grooming and Hygiene
- 3.2 Concept and relevance of career development and Goal setting
- 3.3 Job readiness skills and preparing for an interview; handle rejection and failure
- 3.4 Role of technology in career development
- 3.5 Building resume, applying for jobs through online portals

Transactions

Lectures, Readings, group discussions and debates.

Coursework/Practical/Field Engagement

- Conduct group discussions on the importance of employability skills and their relevance in various industries.
- Practice writing professional resumes and cover letters tailored to specific job roles
- Conduct self-assessments and peer reviews to understand employability skills, their definition, types, and importance, while identifying areas for improvement.
- Use e-learning platforms like Coursera or Linked In Learning to explore employability skills and create a personalized skill development plan.
- Solve real-world scenarios and case studies to develop critical thinking and decision-making skills systematically.
- Practice using digital tools such as Zoom, Google Meet, or WebEx for career-related tasks, like attending mock interviews and building digital resumes.

Reference

www.employabilityskills.net.

https://bharatskills.gov.in/pdf/E_Books/CTS/ES/English/ES_60Hour_module_English.pdf

Semester - IV

Course Code E4 Credits: 06 Hours: 120,

Practical Course related to Disability

SEM 145, Cross Disability and Inclusion

Disability Focus	Educational Setting	Hours (120)	Tasks for the Student-Teachers	Description
Other than ID	Special Schools for Other Disabilities	10 hrs	Classroom Observation	Observation of all subjects at different level, minimum 10 school periods
Any Disability	Inclusive Schools	10 hrs		
Any Disability Other than ID	Special Schools for Other Disabilities/Resource Room	60hrs	Lesson Planning and execution on different levels for selected subjects i. Languages ii. Non Languages	10 lessons 5 Language & 5Non-language)

Semester - IV

Course Code F2, Field Engagement/School Attachment/Internship courses,

Credit: 05, Hours: 100
SEM 146, Other Disability Special School

Disability Focus	Educational Setting	Tasks for the Student-Teachers	Number of Lessons
Any Disability Other than ID	Special Schools for Other Disabilities	Classroom Teaching	Minimum 20 lessons

Semester - IV

Course Code F3, Field Engagement/School Attachment/Internship courses,

Credit: 05, Hours: 100
SEM 147, Inclusive School

Disability Focus	Educational Setting	Tasks for the Student-Teachers	Number of Lessons
Any Disability Other than ID	Inclusive School	Classroom Teaching	Minimum 20 lessons

Note:

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Semester - IV

Course Code G2, Viva - Voce, Credit: 02,
Marks: 40

SEM 148, Viva – Voce

At the end of the IVth Semester Practical Examinations, there will be a comprehensive Viva-voce examination.

AREA F

SUPPORTIVE SKILLS AND SCHOOLINTERNSHIP

Supportive Skill Training - Assistive Technology, Other Accessibility Measures

All the practical work in the area E and the internship in Area F require to have the assistive technology and accessibility measures incorporated suitably. Each learner is expected to identify the accessibility needs of students in the given context. In addition the assistive devices or the assistive technology to be used while transacting the curricular content have to be identified. This would need the assessment of the students with intellectual disability for the ICT needs. Measures have to be taken to fulfill the needs.

Use of technology during group teaching, adoption of teaching used blended mode and simulation of teaching using the technology have to be demonstrated.

Based on such class room experiences and the internet search, develop an illustrative record /folder on assistive technology for persons with intellectual disability and associated conditions. Include information on maintenance of personal assistive devices by the persons with intellectual disability and associated conditions, the schemes by the government of India for availing assistive devices such as \ ADIP and other schemes. In addition, any TLM that you have developed for class room transaction that involved technology may also be included and certified by the respective course coordinator/tutor and submitted during the final practical examination.

Internship in Disability Specialization

Internship involves placement of the B.Ed student trainee/learner in a special school for students with intellectual disability period of six weeks. During the placement the learner is expected to work in all the classes ranging from early intervention/pre school to vocational training and placement. The internship should be guided by faculty supervisor.

The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Assessment of students using formal and informal tools and identify the specific learning problems (at least one in each level/class) and write a comprehensive report .
2. Develop an appropriate individualised educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation) and implement using appropriate method and material/TLM (at least 7 sessions for each child each session not less than 45 minutes.). Collaborate with the class teachers and plan group teaching lessons for each class in atleast two different areas. After getting the lessons plans approved teach in the respective classes. (At least 4 lessons /class).
3. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher.
4. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.
5. Develop a Behaviour Modification programme for 2 students with special needs.

Internship at Inclusive School

The internship should be guided by faculty supervisor. The internship will be for 4 weeks. The learner is expected to be present in the placement premises on the working days during the internship. The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Assessment of students with special educational needs in the inclusive class using formal and informal tools and identify the specific learning problems (at least five students in different classes), consult the respective class teacher and write a comprehensive report.
2. Develop an appropriate educational programme with accommodations and modification for each of the students. Collaborate with the class teachers and plan group teaching lessons for each inclusive class where the assessed students are placed. (at least 5 lessons for each student to be taught in inclusive class with all other students.
3. In addition, plan and co teach/team teach with the class teacher in different inclusive classes in at least three different subjects. (in each class co teach five lessons.)
4. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
5. Use technology effectively for all the activities during internship. .
6. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.