

Savitribai Phule Pune University, Pune.

Curriculum Framework

Bachelor of Education Special Education Autism Spectrum Disorder B.Ed.Spl.Ed.(ASD)

Norms, Regulations & Course Content

Jan 2019

1. PREAMBLE

Indian society and the Indian school system both are full of strengths and challenges of diversity. Coming together with diverse background is part of our growing up and functioning in the society as adults. But how are the classrooms which are known to be miniature societies and future societies handling this coming together currently? This is one of the key questions waiting to be addressed at macro as well as micro level today. As we take the credit of managing some of the obviously visible diversities quite well, it is high time that we move on to dealing with lesser visible diversities in classrooms. Various subtle diversities are waiting to be identified by classroom teachers if not Bytheorists and experts – dealing with these will come only after acknowledging them systematically.

Diversities related to learning styles, multiple intelligences, personality profiles or study habits are a few of the factors yet to take their due places in classroom activities. Similarly diversity of abilities and hence of the related educational needs, too are waiting to be addressed properly in Indian classrooms.

This curriculum has been developed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right based and barrier free environment. It is in tune with the reforms in Indian education and teacher education system in general with specific reference to NCTE Notification of December 2014. It intends to place teacher education preparation in special education in the rights- perspective of the larger picture. **The prime intention is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or homebased and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.**

This document proposes the program structure for the duration of two years so that a widerange of knowledge and skills can be inculcated in trainee teachers during the program. Difference in philosophies and theories between special and general education need to be bridged and special educators and teachers trained to collaborate to meet diverse needs in the Classroom.

The program structure readies them for embarking on a fulfilling professional journey spurred by reflection and practices. Moving away from 'show and tell' to 'learning by doing', the course will be skill oriented, and offer various opportunities of interaction with self, students, schools and communities.

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialize in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and general teachers need to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfill the global objective of EDUCATION FOR ALL.

This **Bachelor of Education** Programme B.Ed. special Education (ASD.) is a professional course that prepares teachers for upper primary (Classes VI-VIII), secondary level (classes IX-X) and higher secondary level (classes XI-XII) for Special and Inclusive schools.

2. ELIGIBILITY FOR ADMISSION

(a) A candidate should have passed the Bachelor's Degree/Master Degree in Sciences, Social Sciences/Humanities/Commerce of Savitribai Phule Pune University or of any other recognized university with at least 50 % marks. Or Bachelor in Engineering/Technology/Agriculture with specialization in Science and Mathematics of any recognized University with at least 55 % marks. S/he should have offered at least one school subject at the first and/or second degree level as a principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of Secondary/Higher secondary level of State/ Central Education Board in India)

For Foreign students the Maharashtra State Government rules will be applicable.

(b) The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C. / S.T./ V.J.N.T. / O.B.C. /P.W.D. and other notified categories as per the Maharashtra State Government Rules.

3. Admission procedure

Admission to the eligible candidates shall be made on merit on the basis of marks Obtained in the qualifying examination and/or in the entrance examination or as per the Selection procedure lay down by the State Government of Maharashtra and PraveshNiyantaran Samiti, Mumbai from time to time.

4. Eligibility Norms for appearing B.Ed. examination

Student teacher should have kept two terms with at least 80 % attendance in the Sessions (for both the years) conducted in the college in which s/he has taken admission. S/he should have completed all the practical and other work expected in the syllabus to the satisfaction of the Principal. S/he should have obtained such a certificate for both the years from the Principal of the college. Unless and until s/he obtains such a certificate, she/he will not be allowed to appear for University examination.

5. Medium of Instruction

Medium of Instruction at the B.Ed. course will be Marathi or English or Hindi (As per availability in college)

6. Medium of Answer

The candidate appearing for the B .Ed. examination will have the option of answering all papers either in English or Marathi or Hindi. This option can be exercised course wise and not section wise or question wise.

The medium of answering the paper for course in 'Understanding disciplines and school subjects' and 'Pedagogy of school subjects' (language course) will be in the concerned language / English/ Marathi/Hindi

7. Objectives of the Course

The B.Ed.Special Education programme aims to develop teachers for children with disabilities for various settings. (Including Inclusive, Special, Open School and Home Based Education). The B.Ed. Special Education (Autism Spectrum Disorder) course will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs.

After completing B.Ed. Special Education (ASD) programme the student –teachers will

- a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- b. Acquire knowledge & skills about nature and educational needs of children with Specific disabilities.
- c. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- d. Enhance knowledge and skills for professional development.

8. Nomenclature and Intake

Nomenclature of B. Ed. Special Education courses should be as per UGC Notification of 2009 and 2014 the new nomenclature will be B.Ed.Spl.Ed.(ASD)

Intake: The maximum intake for the B.Ed.Spl.Ed.(ASD). Course per academic session shall be as per RCI guideline. 25 per batch.

9. General Framework of the Course

The special education.(ASD) is two years degree programme consists of 1) Five core papers 2) Four cross disability papers 3) Five Disability Specialization courses and 4) Three professional development Papers. All together Seventeen theory papers and four different practical areas. Practical part E consists

Sr. No	Year	Theory Hours	Marks	% of time for Theory courses	% of Marks	Practical Hours	Marks	% of time For Practical courses	% of Marks For Practical
1	Year I	480	750	40%	60%	670	550	56%	44%
2	Year II	480	700	40%	60%	670	600	62 %	38 %

of two Practical Areas E1 and E2. Practical

Part F consist of two practical areas D1 and D2

10. Duration of the Course

Duration of the programme will be of two years. Each year will have 200 working days with 1200 working hours. All together 400 days and 2400 hours excluding admission and examination days. The distribution of working hours for the theory and practical are as follows

11. Distribution of Time for Theory and Practical Work

Code	Area	Courses	Credits	Marks
A	THEORY: Core courses	5	20	500
B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	12	300
C	THEORY: Disability Specialization Courses	5	20	500
D	THEORY: Enhancing Professional Capacities/ Professional Development Courses (EPC)	3	6	150
E	Practical area Disability Specialization E1+E2	E1+E2	20	500
F	Practical Area D1+ D2(Practice Teaching and School Attachment /School Internship	D1+D2	26	650
Total		24	104	2600

12. COURSE AT A GLANCE:STRUCTURE FOR 2 YEARS

a) AREA A: CORE COURSES

A1	Human Growth & Development
A2	Contemporary India and Education
A3	Learning, Teaching and Assessment
A4	Pedagogy of Teaching Language Hindi/Marathi/English (Any one)
A5	Pedagogy of Teaching school subject (Science/ Mathematics / History Geography) Any one

b) AREA B: CROSS DISABILITY AND INCLUSION

- All trainees will learn about all disabilities (theory, practical as well as field engagement) and specialization in any one disability Hearing Impaired.
- Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide other than specialization area out of VI / HI / MR / LD / MR (ID) / ASD / MD.
- In case of teacher trainees with disability; the choice of two optional courses from B-10 or B-11 can be on case to case basis (e.g. Students with Visual Impairment may opt for courses related to Braille Only across B10 & B11).

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B10	Skill Based Optional Course (Cross Disability and Inclusion) (Any one)
B11	Skill Based Optional Course (Disability Specialization) (ANY One)

B 10: Skill based Optional Course (Cross Disability and Inclusion) ANY ONE

A	Guidance and Counseling
B	Early Childhood Care & Education
C	Applied Behavioral Analysis
D	Community Based Rehabilitation
E	Application of ICT in classroom
F	Gender and Disability
G	Braille and Assistive Devices

B 11: Skill based Optional Course (Disability Specialization) ANY ONE

A	Augmentative and Alternative Communication
B	Vocational Rehabilitation & Transition to Job Placement

AREA C: DISABILITY SPECIALIZATION COURSES

Area for specialization Autism Spectrum Disorder

C12	Identification and assessment of needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Teaching approaches and strategies
C15	Assistive intervention and technology
C16	Adulthood and family issues

c) **AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)**

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D 19	Basic Research & Basic Statistic

d) **PRACTICAL AREA E : PRACTICAL RELATED TO DISABILITY**

- Area E1- Cross disability and Inclusion (Part of Area B)
- Area E2- Disability Specialization (Part of Area C)

AREAF: PRACTICE TEACHING (D1) AND FIELD ENGAGEMENT/SCHOOL ATTACHMENT/ INTERNSHIP (D2 = F1+F2+F3)

- F1. Main disability special school (Related to Area C)
- F2. Other disability special school (Related to Area B)
- F3. Inclusive school (Related to Area B & C)

13. CHOICE BASED CREDIT SYSTEM

Learning load per credit = 23 Clock hours

(450 Clock hours Classroom Interactions +30 Clock hours for Assignment and self-study)

Marks per credit = 25 marks

The total hours for BED programme are 1200 for each year. Out of which 450hours are forface to face interactions in the classroom and 750 hours are for **preparatory work**.

14. INTERNAL EVALUATION

First Year:

For Continuous Assessment One Activity **Written Examination (2 Tutorials of each subject and one test)** should be organized during the year for the Courses BED 101 to BED 109. Other activity will be the different practical work given in areas under each course, E1 & E2 (BED301, BED 302) as well as D1, D2, (BED401, BED 402)

Second Year:

For Continuous Assessment One Activity **written examination (1Tutorial and 1 Presentation of each subject and one test)** should be organized during the year for the Courses **BED 201 to BED 210**. Other activity will be the different practical work given in areas under each course, E1&E2 (**BED 301, BED302**) as well as D1, D2, (**BED 401, BED 402**)

15. GRADING SYSTEM

Marks Grade Grade Point

Marks %	Grade	Grade Point
80-100	O : Outstanding	10
70-79	A+ : Excellent	9
60-69	A : Very Good	8
55-59	B+ : Good	7
50-54	B : Above Average	6
0-49	F : Fail	0

16. B.Ed.Special Education (ASD) Examination Rules:

- 1 Assessment shall consist of Continuous Assessment (CA) and Year End Examination (YEE) with 20% and 80% weightage respectively for BED 101 to BED 109 and BED 201 to BED 210.
- 2 Assessment shall consist of Continuous Assessment (CA) of complete weightage i.e.100% for practical courses i.e. BED 301 & 302 as well as BED 401& 402 for both years.
- 3 The concerned teacher is responsible for conduct and evaluation towards CA and shall announce at the beginning of the course about the mechanisms under which CA would takeplace. However, the YEE shall cover the entire syllabus prescribed for that course.
- 4 The CA towards 20% marks will be a continuous activity, written test and two Tutorials /presentations per subject will be conducted.
 - a) It is mandatory for a teacher to hand over the assessed C.A. answer sheets to the respective students will before the commencements of the YEE.
 - b) It is also mandatory to declare the score gained by all the students in a course towards CA on the notice board duly signed by the concerned teacher of the course and the Principal.
- 5 YEE for the remaining 80% marks will be conducted by SPPU for BED 101 to BED 109 and BED 201 to BED 210.
- 6 A student has to obtain 50% marks taken together of CA and YEE with a minimum of 50% in each of these separately.
- 7 A student will have to obtain a minimum aggregate of 50% marks in each course to be counted for the minimum number of credits required for the completion of the program.
- 8 If a student misses an internal assessment examination he/she will have a second chance with the endorsement of the Principal in consultation with the concerned teacher. Such a second chance shall not be the right of the student.

- 9 a) If student is declared as "Pass" in a course (Grade other than F), then he/she cannot choose/reappear that course unless appearing under "CLASS/GRADE IMPROVEMENT" for YEE only. CA is not available for a course in which the student has been declared as "PASS".
- 9 b) If student is declared as "FAIL" (Grade F) in a course, then the student is allowed to choose such a course, with CA and YEE both, only in a year in which the course is conducted, irrespective of the previous score in CA. Otherwise, the student may appear only for YEE in that course in any of the following/forth coming year, provided that the student has scored at least 50% of the total 100% in CA.
- 9 c) In case of 9 (b), the maximum duration available to register/reappear for a course will be as follows.
- 2 years B.Ed. Program – Up to 4 (four) years (i.e. if a student is registered/admitted for first year in 2015-16, then the student is allowed to register/reappear up to year 2018-19)
- 9 d) In the case of 9 (b), the number of attempts (excluding registered for first time) available to register/reappear for the course would be 3(three) only, subject to 9 (c).
- 9 e) In an exceptional case, if there are sufficient number of students who wish to register for a course for CA and YEE both in which they have failed, then such a course can be conducted in the immediate following term only, in addition to the courses conducted in that term. In this case student should pass in at list 50 % of papers means five papers in each year.
- 9 f) If the student have failed again in immediate term then he will allowed to attend theory course periods and complete practical courses of second year with fulfilling attendance and all required criteria. But he will not allow appearing for final B.Ed Special Education Examination conducted by university till the clearance of all the first year papers.
- 9 g) College will maintain all internal assessment records of such students and will send it to university when he or she clears his or her first year. In this situation student should have complete his or her B.Ed Special education in stipulated time of Four Years to complete the degree as given in 9c
- 10 The student will be finally declared as failed if the minimum numbers of credits are not earned within a total period of Four years from the time of admission, after which, such a student will have to seek fresh admission as per the admission rules prevailing at that time.
- 11 A student cannot give second year final examination if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within first year.
- 12 There shall be a revaluation of the answer scripts of YEE as per Ordinance No.134 A& B, but not of CA.
- 13 While marks will be given for all examinations; they will be converted into grades. The year end Grade sheets will be generated by using marks and grades and the final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the name of College/ Teacher Education Institute to which the student is registered.

17. Assessment and Grade Point Average

- 1. The system of evaluation will be as follows:** Each CA and YEE will be evaluated in terms of marks. The marks for CA and YEE will be added to convert into a grade and later a grade point average.

There is no grade independently for CA or YEE.

2. Result of a student will be declared for each year after the YEE only.
3. The student will get a Grade Sheet with total grades earned and a Grade Point Average, after earning the minimum number of credits towards the completion of the B.Ed. special education program (subject to 9)
4. Marks/Grade/Grade Point w.e.f. AY 2015-16 (10 Point Scale):

Marks %	Grade	Grade Point
80-100	O : Outstanding	10
70-79	A+ : Excellent	9
60-69	A : Very Good	8
55-59	B+ : Good	7
50-54	B : Above Average	6
0-49	F : Fail	0

Remarks: There will be no grade point below 6 as pass standard is 50%.

5. Final Grade w.e.f. the AY 2015-16 (10 Point Scale):

Grade Point	Average Grade
09.00 – 10.00	O
08.50 – 09.00	A+
07.50 – 08.49	A
06.50 – 07.49	B+
06.00– 06.49	B
00.00-05.99	F

Formula:

$$\text{Weighted GPA} = \frac{\text{The sum of (Units of Credits) X Grade Points}}{\text{Total Number of Credits of the Course}}$$

Remark:

- a) B+ is equivalent to 55% marks and B is equivalent to 50% marks.
- b) There will be no grade below B (other than F) as passing standard is 50% or GPA 6.00 and above.

6. If the GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting GPA of 7.492 may be awarded 'A' grade). (Applicable for grades other than F)
7. There will be only final compilation and moderation at GPA (Final) level done at the University. While declaring the result, the existing relevant ordinances are applicable. There is also a provision for verification and revaluation, subject to the rules applicable at that time.
8. For grade improvement for two year program, student will have to reappear for YEE only in the courses comprising a minimum of 20 credits. These courses will be from the Parent College only in which the student has earned the credits. A student can opt for the Grade Improvement Program only after the declaration of earning minimum number of credits and completion of the B.Ed. Program (subject to B.Ed. Exam Rules 9) within the period of two years from the completion of program.
9. The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student earns a minimum numbers of credits out of the total 104 credits.
10. The description for the grades is as follows:

O: Outstanding: Excellent analysis of the topic, (80% and above) Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style;

A+ : Excellent: Excellent analysis of the topic (70 to 79%) Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

A: Very Good: Good analysis and treatment of the topic (60 to 69%) Almost accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Fair and systematic organization of content, effective and clear expression;

B+: Good: Good analysis and treatment of the topic (55 to 59%)
Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

B: Pass: Some important points covered (50 to 54%)
Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, good language or expression.

- **Outline Of The Two years Programme**

YEAR I

S. No.	Part No.	Particulars	Marks for Year1	Allocated Hours	Marks for Year 2	Allocated Hours
1	Part 1	Theory	600	450	560	450
2	Part 2	Theory (Test+Tut.)	150	30	140	30
3	Part 3 Practical Area E	Practical Related to disability E1+E2	E1 - 125 E2 - 125	E1 - 130 E2 - 150	E1 - 150 E2 - 100	E1 - 130 E2 - 150
4	Part 4 Practical Area F	Classroom Teaching and School attachment/ internship D1+D2	D1 200 D2 100	D1 300 D2 140	D1 250 D2 100	D1 300 D2 140
	Total		1300	1200	1300	1200

Course	Course title	Credits	Marks
AREA A: CORE COURSES			
101	Contemporary India and Education	4	100
102	Learning ,Teaching and Assessment	4	100
103	Pedagogy of Language Marathi/Hindi/English	4	100
104	Pedagogy of School Subjects Science/Maths/History/Geography (ANY ONE)	4	100
AREA B: CROSS DISABILITY AND INCLUSION			
105	Inclusive Education	2	50
106	Introduction to sensory disabilities (VI, HI, Deaf-Blind)	2	50
107	Introduction to Neuro Developmental Disabilities (LD, ID (MR), ASD) and	2	50
AREA C: DISABILITY SPECIALIZATION COURSES			
108	Assessment and Identification of Needs	4	100
109	Educational Intervention and Teaching Strategies	4	100
AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)			
AREA E: PRACTICAL RELATED TO DISABILITY			
301	Practical: E1	5	125
302	Practical: E2	5	125
AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP			
401	Practical D1	8	200
402	Practical D2 (F1 + F2 + F3)	4	100
	Total	52	1300

YEAR II

Course	Course title	Credits	Marks
AREA A: CORE COURSES			
201	Human Growth & Development	4	100
AREA B: CROSS DISABILITY AND INCLUSION			
202	Locomotor& Multiple Disabilities (Deaf-Blind,CP,MD)	2	50
203	Skill Based Optional Courses ANY ONE	2	50
204	Skill Based Optional Courses ANY ONE	2	50
AREA C: DISABILITY SPECIALIZATION COURSES			
205	Curriculum Designing, Adaptation and Evaluation	4	100
206	Technology and Disability	4	100
207	Psycho Social and Family Issues	4	100
AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)			
208	Reading and Reflecting on Texts	2	50
209	Drama and Art in Education	2	50
210	Basic Research & Basic Statistic (EPC)	2	50
AREA E: PRACTICAL RELATED TO DISABILITY			
301	Practical: E1	6	150
302	Practical: E2	4	100
AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP			
401	Practical D1	8	250
402	Practical D2 (F1 + F2 + F3)	4	100
	TOTAL	52	1300

YEAR I

Theory Part I

Course No	Course Title	Hours	Int Marks	Min. Marks for passing	Ext. Marks	Min. Marks for Passing	Total	Credits
101	Contemporary India and Education	60	20	10	80	40	100	4
102	Learning, Teaching and Assessment	60	20	10	80	40	100	4
103	Pedagogy of School Subjects Science/Maths/History/Geography	60	20	10	80	40	100	4
104	Pedagogy of Language (English/Marathi/Hindi.)	60	20	10	80	40	100	4
105	Inclusive Education	30	10	5	40	20	50	2
106	Introduction to sensory disabilities (VI, HI, Deaf-Blind)	30	10	5	40	20	50	2
107	Introduction to Neuro Developmental Disabilities (LD, ID (MR), ASD)	30	10	5	40	20	50	2
108	Identification and assessment of needs	60	20	10	80	40	100	4
109	Teaching approaches and	60	20	10	80	40	100	4

	strategies							
		450	150	75	600	300	750	30

Theory Part II Year 1

S. No	Internal Assessment	Total Marks (150)	Marks Required for Passing (75)
1	Test	100	50
2	Tutorial	50	25
3	Total	150	75

Part III YearI (301+302)

Practical 1

301 Practical E 1

YEAR I Credits: 05 Hours: 130 Marks: 125

S. No.	Task	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Visit to special school for children with ASD	Special school/Center for children with ASD and	Study the infrastructure available in a special school for children with ASD (4 School/ Center) AND ,VI,MR,LD,HI and Inclusive school (4 School)	30	30	Report including reflections
2	Observation of support services	VI,MR,LD,HI And Inclusive School	Study support services available in a special school for children with ASD,VI,MR,LD,HI and Inclusive school (5 School)	30	30	
3	Classroom teaching observation		Observe the teaching of children with Autism Spectrom Disorder and VI,MR,LD,HI in any one special classroom and Inclusive	30	30	

			school and write the observation report (30 School Periods 25 ASD + 5 each three other disabilities(Totle 15) AND 5 Inclusive School)			
4	Observation Of Model Lesson		10 Lessons Two Per Disability AND Inclusive School (ASD, HI,VI,MR,LD+IN.School)	15	20	
5	Writing Lesson Plans		5 Lesson plans (2 ASD + 2 for Other Disability + 1 Inclusive school)	15	15	
TOTAL				130	125	

Practical E 2 / 302

Year 1 Credits: 05 Hours: 150Marks: 125

S. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Identification of ASD and its implications		Study the summary report of the evaluation carried out on any two children with ASD& study its implications in terms of educational placement	20	20	Journal with reflections
2	Identification of HI,VI/LD/ MR& its implications		Study the summary report of the evaluation carried out on any TWO Children with HI, VI/LD/ MR & study its implications in terms of educational placement	20	20	
3	Observation of Case study Of ASD. Planning of IEP and Intervention	Institute / clinic/ Special School	5 children in different age groups./ settings.	20	20	
			Observation of 5 IEP planning and intervension program	30	30	
			Observation Two IEP meetings Records	20	15	
4	Assessment (Behavioral ,Speech and Hearing , Language , Developmental Milestones, Motar skills, attension) and planning for Intervension	Institute / clinic	3/5 children in different age groups./ settings.	40	20	

	for children with ASD					
				Total	150	125

Part IV (401 +402) Year1

401/Practical D1

S.No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Micro teaching	Teachers Training Institute	5 Different skills 5+5	30	15	Report
	Observation of Peers		Simulated lessons 5+5	30	15	Report
			Micro skills and Simulated	30	10	Report
2	Practice Teaching	Special School ASD Special School (Other Disability) and Inclusive School	ASD(15) Other Disability(5) Inclusive School (5) Language , Selected Subject All Other subject (Preprimary 5 Primary 5 Upper primary or Secondary school 5)	160	60(ASD) 20(OD) 20(In)	Lesson Notes
3	Observation Peers teaching	Special School (ASD) Special School (Other Disability) and Inclusive School	ASD(10) /OTHER Disability (5)/ Inclusive School (5)	10	15	Report
4	Case study: planning and implementation of IEP	Special School (ASD) Special School (Other Disability) and Inclusive School	ASD (15)/OTHER Disability(2) / Inclusive School (3) (Language +Selected subject)	30	30	
5	IEP Observation Peers	Special School (ASD) Special School (Other Disability) and Inclusive School	ASD (5)/OTHER Disability(2) / Inclusive School (1) (Language +Selected subject	10	15	
		Total		300	200	

YEAR 1 Practical D2

402 School Attachment Area = (F1+ F2+ F3)

F1

Year 1 Credits: 02 Hours: 80 Marks: 50

S No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Teacher assistant Help in all type of assessments and Teaching	Special school for children with ASD	Working as teacher assistant for prayers / assembly, attendance, homework/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	10	5	Journal of daily reflections and learning
2	Practicing functioning as a teacher **		Undertaking continuous whole day teaching using daily diary system for planning and recording.	15	30	Daily diary
3	Understanding school examination **		Assisting in various types of assessments(Behavioral ,Speech and Hearing , Language , Developmental Milestones, Motar skills, attention) and planning, Exam related planning, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing academic decisions.	10	2	Portfolio of assessment activities
4	Understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	10	2	*
5	Development of Adaptive teaching learning material (TLM), worksheet, etc		Developing 3 adaptive TLM and 10 worksheet for the assigned class	10	2	TLM
6	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre school	10	2	*
7	Use of internet and modern technology for improving the class processes	Special school for children with Hearing impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	5	2	*
8	Indivisualised teaching IEP		Minimum 10 IEPs of children in given class	5	3	Journal of compilations
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	5	2	
TOTAL				80	50	

F 2

Year 1 Credits: 1 Hours: 30 Marks: 25

S. No.	Task	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for prayers / assembly, attendance, home work/class work, writing diaries & assisting in school celebrations	10	5	Journal of daily reflections and learning
2	Working as a Teacher		Teaching with planning with the help of class teacher. Minimum 3 lessons	10	15	5 marks each
3	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre school	5	3	Journal
4	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	5	2	Journal
TOTAL				30	25	

F 3: Inclusive School

Year 1 Credits: 01 Hours: 30 Marks: 25

#	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	5	2	Report with reflections
	Understanding the plans		Studying the half yearly, monthly & unit plans & calendar of activities and progress report	5	2	
	Teaching support +Lesson		Assisting the teachers in adaptation of content, lesson planning, scheduling, resource mobilization & preparing TLM, planning celebrations, 3 lessons with planning	10	15	
	Remedial support		Teaching special children for specialized support for achieving the content mastery- 2 students	5	3	
	Student evaluation		Assist the teachers in developing teacher made tests, marking scheme, scoring key, exam supervision, evaluation of answer scripts & reporting	5	3	

Year II**Theory Part I**

Course No	Course Title	Hours	Int Marks	Min. Marks for passing	Ext. Marks	Min. Marks for Passing	Total	Credits
201	Human Growth & Development	60	20	10	80	40	100	4
202	Locomotor & Multiple Disabilities (Deaf-Blind, CP,MD)	30	10	5	40	20	50	2
203	Skill Based Optional Courses ANY ONE	30	10	5	40	20	50	2
204	Skill Based Optional Courses ANY ONE	30	10	5	40	20	50	2
205	Curriculum Designing, Adaptation and Evaluation	60	20	10	80	40	100	4
206	Assistive intervention and technology	60	20	10	80	40	100	4
207	Adulthood and family issues	60	20	10	80	40	100	4
208	Reading and Reflecting on Texts	30	10	5	40	20	50	2
209	Drama and Art in Education	30	10	5	40	20	50	2
210	Basic Research & Basic Statistic (EPC)	30	10	5	40	20	50	2
	Total	420	140	70	560	280	700	28

Year II**Theory Part II**

S. No	Internal Assessment	Total Marks	Marks Required for Passing
1	Test	100	50
2	Tutorial	50	25
Total		150	75

Year II

Part III

Practical Part(301+302)

301 E1

S. No	Tasks	Educational settings	Specific activities	Hrs	Marks	Submission
1	Assessment of language	Institute / clinic	Studying & describing standardized language tests – 1 number	25	30	Report
			Observations of any one test administration – 1 child			Report
			Administering any 1 test in a group			Report
			Preparation of teacher made Language and Communication test for Preprimary			Report
			Preparation of teacher made Language and Communication test for primary level			Report
	Collaborative teaching	Resource Room/ Home based / Inclusive Schools	Any Disability	10	20	
2	Assessment in developmental psychology	Institute / Clinic/School/Rural area /	Studying & describing DST, GDS, CPM , SFB ,VSMS ,SPM	20	10	Journal
			Observing assessment of children using any two of the above		10	
			Studying 10 assessment reports and noting the diagnosis and recommendations		10	
3	Preparation of Case Study (individualised)		Any two (ASD, HI, CP/ PH)	20	20	Report
4	ICT		Preparation Of PPT, Use of Images from Internet	10	10	Report
5	CBR ACTIVITY		Social Awareness Program, survey, Parent Empowerment, Teacher Orientation , Assessment of Barrier free environment	30	30	Report
6	Language Practical/		Grammar Book	15	10	Report
TOTAL				130	150	

Practical Part E2:302

S. No	Task	Educational settings	Specific activities	Hrs	Marks	Submissions
1	A) Development of social story (minimum 5)	Special school/ inclusive school for disability specialisation	Development of 5 social stories	25	15	Journal with reflections
	B) Teaching of social stories		Teaching of 5 social stories			
2	Adaptation selected unit of a school Subject (lower level)	Special school/ inclusive school for disability specialisation	Adaptation selected 3 units of a school Subject (lower level)	20	15	Journal with reflections
	D) Adaptation a selected unit of a school Subject (Higher level)		Adaptation selected unit of a school Subject (Higher level)			
3	Preperation of Teacher made test for evaluation of language		Preperation of test, assessment with help of prepared test and Dignosis and planning for intervension	20	15	Report
	Study of the tools for assessment of Behavior, Attension, memory		Observation of tools and writing summary about each tool	20	15	Report
3	Identification Of Disability	Inclusive school	Screening With check list	20	10	Report
TOTAL				150	100	

Year II

Practical Part D1

Part IV (401+402)

401

S. No.	Task	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Simulation Lesson	Institute	Innovative lessons(5) Team teaching 1 Models of teaching 2 Cooperative /Peer tutoring 2	10	15	
2	Practice Teaching	Special School (ASD)	ASD (15) Other Disability(5) Inclusive School (5)	150	60(ASD) 20(OD)	Journal with

		Special School (Other Disability) and Inclusive School	Language, Selected Subject All Other subject (Primary 5 Upper primary and Secondary school 10)		20(IN)	reflections
3	Observation Peers teaching	Special School (ASD) Special School (Other Disability) and Inclusive School	ASD (5) /OTHER Disability (5)/ Inclusive School (5)	15	15	
4	IEP	Special School (ASD) Special School (Other Disability) and Inclusive School	ASD (5)/OTHER Disability(2) / Inclusive School (3) (Language +Selected subject)	40	40	
5	IEP Observation Peers	Special School (ASD) Special School (Other Disability) and Inclusive School	ASD(10)/OTHER Disability(3) / Inclusive School (2) (Language +Selected subject	15	20	
6	Comparison of Curriculum		Comparison of STATE Level and CBSE Level Or General and Special Education Curriculum	15	20	
7	Text Book Adaptation		Language (2) Other subject (2)Selected Subject (2)	30	20	
8	Construction of Question Paper / TMT			15	10	
9	Action Research		Review of Action Research (one)	15	10	
TOTAL				300	250	

**YEAR II 402 (D2) School Attachment PracticalArea
(F1, F2, F3) = D2
Practical Part F1**

Marks: 50Hours 80

S. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Teacher assistant	Special school for children with ASD	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	10	5	Journal of daily reflections and learning
2	Practicing functioning as a teacher lesson		Undertaking continuous whole day teaching using daily diary system for planning and recording.	10	30	Daily diary
3	Understanding school examination		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	10	3	Portfolio of assessment activities
4	Understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	10	2	*
5	Development of teaching learning material (TLM), worksheet,		Developing 3 TLM and 10 worksheet for the assigned class	10	2	TLM
6	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre school	5	2	*
7	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	10	2	*
8	Compilations of language teaching material		Compiling language material	10	2	Journal of compilations
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	5	2	
TOTAL				80	50	

* Certificate from school head grading the performance on 5 point scale. Candidates below the score 3 repeat the placement

** For item each student will be assigned a class and the class teacher is expected to support as the long term mentor for the student placed in her / his class

Year II Practical Part F 2

Marks: 25Hours -30

S. No.	Task	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for prayers / assembly, attendance , home work/class work, writing diaries & assisting in school celebrations	10	5	Journal of daily reflections and learning
2	Working as a teacher		5 lessons	10	15	
3	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, 3parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre school	5	3	Journal
4	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	5	2	Journal
TOTAL				30	25	

Year II Practical Part F 3: Inclusive School

Marks: 25

Hours 30

S. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	5	2	Report with reflections
2	Understanding the plans		Studying the half yearly, monthly & unit plans & calendar of activities and progress report	5	3	
3	Teaching support		Assisting the teachers in adaptation of content, lesson planning, scheduling, resource mobilization&preparing TLM, planning celebrations	10	15	
4	Remedial support		Teaching special children for specialized support for achieving the content mastery- 2 students	5	3	
5	Student evaluation		Assist the teachers in developing teacher made tests, marking scheme, scoring key, exam supervision, evaluation of answer scripts & reporting	5	2	
TOTAL				30	25	

Content of Theory Papers

YearI

S.NO.	Name of the Paper
101	Contemporary India and Education
102	Learning ,Teaching and Assessment
103	Pedagogy of Language English/Marathi/Hindi.
104	Pedagogy of School Subjects Science/Maths/History/Geography
105	Inclusive Education
106	Introduction to sensory disabilities (VI, HI, Deaf-Blind)
107	Introduction to Neuro Developmental Disabilities (LD, ID (MR), ASD)
108	Identification and assessment of needs
109	Teaching approaches and strategies

CONTEMPORARY INDIA AND EDUCATION

Course Code	:	101	Credit	:	04
Contact Hours	:	60	Marks	:	100

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.

Objectives

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

CONTEMPORARY INDIA AND EDUCATION			
Part 1			
Unit No.	Content	Hours	Marks
Unit 1	Philosophical Foundations of Education 1.1 Education: Concept, definition and scope 1.2 Aims of Education. 1.3 Functions of Education. 1.4 Formal, Informal and Non-formal Education 1.5 Agencies of Education: School, family, community and media	10	12
Unit 2	Educational Philosophy 2.1 Philosophy; Concept and Definitions. 2.2 Impact of Philosophy on education. 2.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism 2.4 Historical Perspective of Indian Education (Gandhi, Tagore, Krishna Murthy, Aurobindo) 2.5 Contemporary Indian Perspective	10	16
Unit 3	Understanding Diversity 3.1 Concept of Diversity 3.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability 3.3 Diversity in learning and play 3.4 Addressing diverse learning needs 3.5 Diversity: Global Perspective	10	12

Part 2			
Unit 4	<p>Contemporary Issues and Concerns</p> <p>4.1 Universalisation of School Education, Right to Education and Universal Access</p> <p>4.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning</p> <p>4.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled</p> <p>4.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues</p> <p>4.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities in school systems</p>	10	12
Unit 5	<p>Education Commissions and Policy</p> <p>5.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice</p> <p>5.2 National Commissions and Policies: Kothari Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)</p> <p>5.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).</p> <p>5.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009</p> <p>5.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994, UNCRPD, 2006, MDG, 2015, INCHEON strategies</p>	10	16
Unit 6	<p>Issues and Trends in Education</p> <p>6.1 Challenges of education from preschool to senior secondary</p> <p>6.2 Inclusive education as a rights based model</p> <p>6.3 Complementarity of inclusive and special schools</p> <p>6.4 Language issues in education</p> <p>6.5 Community participation and community based education</p>	10	12

Some Suggested Activities on contemporary issues

- Comparative study of different settings
- Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
- Educational debates and movements
- First generation learners
- Children with disabilities
- Inclusive education
- RTE act in the context of disadvantaged
- Linguistic and religious diversity
- Human rights, minority rights
- Educational status of various groups
- Special and inclusive schools
- Analysis of contemporary debates

Essential Readings

- Government of India (GoI) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi.
- Government of India (GoI) (1986/92). New Education Policy, MHRD: New Delhi.
- Guha, Ramchandra (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillan: Delhi
- GoI (2010). Right to Education Act 2009, MHRD: New Delhi.

Suggested Readings

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- 'ÖÖê,ü'ÖÖê,êü, êü.µÖã. †Ö× Ö 'ÖÖê,ü'ÖÖê,êü ú»ÖÖ éúÁ ÖÖ (2009). ;Öî Ö× Ö ú ÿÖÿ¾Ö-ÖÖ-Ö †Ö× Ö ;Öî Ö× Ö ú ÆÖ'ÖÖ·Ö;ÖÖÆ;Ö. -ÖÖ Ö-Öæ,ü: ×¾ÖªÖ-ÖÏ úÖ;Ö-Ö
- 'ÖÖê,ü'ÖÖê,êü, êü.µÖã. †Ö× Ö 'ÖÖê,ü'ÖÖê,êü ú»ÖÖ éúÁ ÖÖ (2010). ;Öî Ö× Ö ú ÆÖ'ÖÖ·Ö;ÖÖÆ;Ö. -ÖÖ Ö-Öæ,ü: ×¾ÖªÖ-ÖÏ úÖ;Ö-Ö.
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- ÆÖÖÖ ÖÖê»Ö ú,ü, †ÿ Ö (2010). -Ö¾Öß-Ö ·ÖÖ Ö×ÿÖ ú ÆÖ'ÖÖ·ÖÖÿÖß»Ö ×;Ö Ö ÖÖ"Öê ×¾Ö"ÖÖ,ü-ÖÏ¾ÖÖÆü. -ÖÖ×;Ö ú: †-ÖÆÖÖ†Ö™ü-ÖÛ²»Ö êü;Ö-ÆÖ.
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- ðãü-ÖÖ Öê, †,üØ¼Öðü (2011). Öï ÖÿÖ ₂Öî Ö× Ö ú ÿÖÿ¼Ö-ÖÖ-Ö. Öã Öê : ×-ÖÿµÖ-ÖæÿÖ-Ö-Öï úÖ₂Ö-Ö.
- -ÖÖ-Ö ú,ü, Öï³ÖÖ ú,ü »Ö 'Ö Ö †Ö× Ö ×₂Ö,üÖêêü, ÆÖÖ× ÖÿÖÖ -ÖÖðü ãü'ÖÖ,ü (2010). ¼ÖÿÖÖ'ÖÖ-Ö ×₂Ö Ö ÖÖÿÖß»Ö ×¼Ö"ÖÖ,ü-Öï¼ÖÖÆü. Öã Öê:×-ÖÿµÖ-ÖæÿÖ-Ö-Öï úÖ₂Ö-Ö.
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- Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948. Government of India (GoI)
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- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Jangira, N.K 2012. NCERT mother of Inclusive education address on golden Jubilee of NCERT at RIE, Ajmer on 01 Sept.2012.
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LEARNING, TEACHING AND ASSESSMENT

Course Code : 102 Credits : 04

Contact Hours : 60 Marks : 100

Introduction

This Course will initiate teacher Trainees to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PwD as Learner and their special education needs that teacher needs to address in diverse education settings.

Objectives

After completing this course the student will be able to:

- Comprehend the theories of learning and intelligence and their applications for teaching children
- Analyse the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Situate self in the teaching learning process
- Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

LEARNING, TEACHING AND ASSESSMENT			
Part 1			
Unit No.	Content	Hours	Marks
Unit 1	Human Learning and Intelligence 1.1 Human learning: Meaning, definition and concept formation 1.2 Learning theories: - Behaviourism: Skinner, Thorndike - Cognitivism: Piaget, Kohlberg - Social Constructism: Vygotsky, Bandura 1.3 Implications of the above with regard to Classroom teaching and learning	10	12
Unit 2	Intelligence 2.1 Concept and definition 2.2 Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg) 2.3 Creativity: Concept, Definition and Characteristics 2.4 Implications for Classroom Teaching and Learning	10	12
Unit 3	Learning Process and Motivation 3.1 Sensation: Definition and Sensory Process 3.2 Attention: Definition and Affecting Factors 3.3 Perception: Definition and Types 3.4 Memory, Thinking, and Problem Solving 3.5 Motivation: Nature, Definition and Maslow's Theory Teaching Learning Process	10	16
Part 2			
Unit 4	Teaching and Learning process 4.1 Maxims of Teaching 4.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect 4.3 Stages of Learning: Acquisition, Maintenance, Generalization 4.4 Learning Environment: Psychological and Physical 4.5 Leadership Role of Teacher in Classroom, School and Community	10	12

Unit 5	<p style="text-align: center;">Overview of Assessment and School System</p> <p>5.1 Assessment: conventional meaning and constructivist perspective</p> <p>5.2 ‘Assessment of Learning’ and ‘Assessment for Learning’: Meaning and difference</p> <p>5.3 Comparing and contrasting assessment, evaluation, measurement, test and examination</p> <p>5.4 Formative and summative evaluation, Curriculum Based Measurement</p> <p>5.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option</p>	10	12
Unit 6	<p>Assessment: Strategies and Practices</p> <p>6.1 Strategies: (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</p> <p>6.2 Typology and levels of assessment items: open ended and cloze ended; direct, indirect, inferential level</p> <p>6.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions</p> <p>6.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;</p> <p>6.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)</p>	10	16

Engagement with the field as part of course as indicated below:

- I. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
- II. Preparation of Self study report on individual differences among learners
- III. Prepare a leaflet for parents on better emotional management of children
- IV. Compilation of 5 CBM tools from web search in any one school subject
- V. Team presentation of case study on assessment outcome used for pedagogic decisions
- VI. Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained with reference to non-disabled and disabled children. The effort of transaction should be to enhance the student’s understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student to observe a non-disabled and a disabled child, and present a report of the same.

Essential Readings

- Korten, M. (2011). *When Did We Lose Our Way? A Journey of Discovery*. New York: Basic Books.
- Korten, M. (2011). *When Did We Lose Our Way? A Journey of Discovery*. New York: Basic Books.

- ú, Öüüß ú, ü, ÄÖä, êü; Ö †Ö× Ö ·Ö ÖYÖÖ-Ö, Æü.-ÖÖ. (2011). †-μÖμÖ-Ö - †-μÖÖ-Ö-ÖÖ“Öê ‘ÖÖ-ÖÄÖ; ÖÖÄ; Ö. †Ö.8. úÖê»ÆüÖ-Öæ, ü : ±úü êú -Öĭ úÖ; Ö-Ö.
- , üÖ-Ö, êü, ‘ÖéYü»ÖÖ (2011). -Öĭ³ÖÖ¾Öß †-μÖμÖ-Ö-†-μÖÖ-Ö-Ö. -Öã Öê : ×-ÖYμÖ-ÖæYÖ-Ö -Öĭ úÖ; Ö-Ö.
- ·Ö ÖYÖÖ-Ö, Æü.-ÖÖ. (2009). †-μÖμÖ-Ö ^-Ö-ÖçÖß ¾Ö †-μÖÖ-Ö-Ö. -Öã Öê : ×-ÖYμÖ-ÖæYÖ-Ö -Öĭ úÖ; Ö-Ö.
- ÄÖÖêÆü-Öß, ×“Ö; ÖÖ (2009). †-μÖÖ-Ö-ÖÖ“Öß -Öĭ×YÖ’ÖÖ-Öê. -Öã Öê : ×-ÖYμÖ-ÖæYÖ-Ö -Öĭ úÖ; Ö-Ö.
- “Ö¾ÆüÖ Ö, Ö Öê; Ö (2009). †-μÖμÖ-Ö-†-μÖÖ-Ö-Ö : -ÖÖ, Öü-ÖÖ×, ü ú YÖê †Ö-Öã×-Ö ú. -Öã Öê : ×-ÖYμÖ-ÖæYÖ-Ö -Öĭ úÖ; Ö-Ö.
- úôü êü, ‘ÖÖ-Ö¾Öß ·ÖμÖØÄÖ Ö †Ö× Ö †YÖ, ü (2006). †-μÖμÖ-ÖÖ£Öä“Öê ‘ÖÖ-ÖÄÖ; ÖÖÄ; Ö †Ö× Ö †-μÖÖ-Ö-Ö -Öĭ× ĤüμÖÖ. †Ö.3 úÖê»ÆüÖ-Öæ, ü : ±úü êú -Öĭ úÖ; Ö-Ö.
- ÄÖ-Öĭê, -Öß×»Ö’ÖÖ †Ö× Ö -ÖÖ™üß»Ö, -ÖĭßYÖß (2006). †-μÖÖ-Ö-ÖÖ“Öß -Öĭ×YÖ’ÖÖ-Öê. †Ö.3. úÖê»ÆüÖ-Öæ, ü : ±úü êú -Öĭ úÖ; Ö-Ö.
- -ÖÖ ÖYÖÖê; êü, × ú, ü Ö éúÄ Ö, üÖ¾Ö (2006). †-μÖμÖ-Ö úYμÖÖÖ“ÖÖ ×¾Ö úÖÄÖ ¾Ö †-μÖÖ-Ö-Ö : †-μÖμÖ-Ö × ĤüμÖê“Öê ‘ÖÖ-ÖÄÖ; ÖÖÄ; Ö. -ÖÖ Ö-Öæ, ü : ×¾ÖÖÖ -Öĭ úÖ; Ö-Ö.
- úôü êü, ‘ÖÖ-Ö¾Öß ·ÖμÖØÄÖ Ö †Ö× Ö †YÖ, ü (2006). †-μÖμÖ-ÖÖ£Öä“Öê ‘ÖÖ-ÖÄÖ; ÖÖÄ; Ö †Ö× Ö †-μÖÖ-Ö-Ö -Öĭ× ĤüμÖÖ. †Ö.3. úÖê»ÆüÖ-Öæ, ü : ±úü êú -Öĭ úÖ; Ö-Ö.
- , üÖ%oóúôü, ÄÖYμÖ¾ÖYÖß (1998). †-μÖμÖ-Ö ^-Ö-ÖçÖß ¾Ö †-μÖÖ-Ö-Ö. -Öã Öê : -ÖæYÖ-Ö -Öĭ úÖ; Ö-Ö.

- Amin, A. Assessment of Cognitive Development of Elementary School Children A Psychometric Approach Jain Book Agency 2002
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspectives McGraw Hill Education (India) Private Limited
- Misra, G., Jha, A., & Woolfolk, A. (2012). Fundamentals of Educational Psychology 11th edn Pearson Publication
- Whitcomb, S. and Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents Routledge 4th edn.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- King-Sears, E. Margaret. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group
- Paul, P. (2009). Language and deafness. Singular publication

Desired Reading

- Geisinger, K.F. (2013) APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA
- Howell, Kenneth W., (2000). Curriculum Based Evaluation. (3 rd Ed). WordsworthThompson Learning.
- McMillan, James H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, David. (1995). School based Evaluation. Pergamon Publishing
- Salvia, J. (1998). Assessment. (7th ed) Boston:Houghton Mifflin
- Guskey, T. R. & Bailey. J (2000). Grading and Reporting. Thousand Oaks,CA: Corwin King-
- Howell, Kenneth, W. & Nolet Victor (2000). Curriculum based Evaluation (3rd ed.). Wadsworth Thomson Learning.

PEDAGOGY OF TEACHING

Regional Language Marathi

‘Ö,üÖšüß †-µÖÖ-Ö-Ö -Ö‘üYÖß

Course Code	:	103	Credit	:	04
Contact Hours	:	60	Notional Hours	:	30
Marks	:	100			

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<p>μÖãx-Ö™ü</p> <p>3</p>	<p>³ÖÖÂÖÖ †-μÖμÖ-ÖÖ“Öê Ã¾Ööb-Ö ¾Ö -ÖÖšü x-ÖμÖÖê·Ö-Ö</p> <p>3.1 'ÖÖ-μÖ×'Ö ú ÃÿÖ,üÖ¾Ö,ü ³ÖÖÂÖÖ xĭÖ Ö ÖÖ“Öß -μÖêμÖê ¾Ö</p> <p>^xšüÂ™ëü</p> <p>3.2 'Ö™ü ú x-ÖμÖÖê·Ö-Ö ÃÖÖ ú»-Ö-ÖÖ,'ÖÆüç¾Ö ¾Ö x¾Ö úÖÃÖ</p> <p>-Öĭx ħúμÖÖ .</p> <p>3.3 -ÖÖšü x-ÖμÖÖê·Ö-Ö ÃÖÖ ú»-Ö-ÖÖ , -ÖÖμÖ·μÖÖ, ^ÖμÖÖê Ö ¾Ö</p> <p>'ÖÆüç¾Ö</p> <p>3.4 ³ÖÖÂÖÖ xĭÖ Ö ÖÖ“μÖÖ ²ÖÖê-ÖÖÿ'Ö ú, ³ÖÖ¾ÖÖÿ'Ö ú ¾Ö</p> <p>x ħúμÖÖÿ'Ö ú ^xšüÂ™üÖÖ“Öê ¾Ö Öá ú,ü Ö ¾Ö</p> <p>x-Ö-ÖÖÖ,ü Ö ¾Ö ¾μÖÖ¾ÖÆüÖx,ü ú »Öê Ö-Ö (²»Öæ'Ö“μÖÖ</p> <p>¾Ö Öá ú,ü ÖÖ-ÖãÃÖÖ,ü)</p> <p>3.5 -ÖÖšü x-ÖμÖÖê·Ö-ÖÖ“μÖÖ ÃÖÖ,ü“Ö-ÖÖÿ'Ö ú -Öĭ ÖÖ»Öß /</p> <p>'ÖÖ ÖÖ</p>	10	12
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<p>μÖãx-Ö™ü</p> <p>5</p>	<p>³ÖÖÂÖÖ †-μÖμÖ-Ö -†-μÖÖ-Ö-ÖÖÿÖß»Ö ÃÖÆüÖμμÖ ú ÃÖÖ-Ö-Öê</p>	10	12

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<p>μÖãx-Ö™ü 6</p>	<p>¾ÖÖÄÖÖ 'Öæ»μÖ'ÖÖ-Ö-Ö</p> <p>6.1 :Öæ»μÖ'ÖÖ-Ö-Ö ÄÖÖ ú»-Ö-ÖÖ , ^šëü;Ö †Öx Ö 'ÖÆüç¾Ö</p> <p>6.2 :¾ÖÖÄÖê“Öê ÄÖÖÿÖÿμÖ-Öæ ÖÖ ¾Ö ÄÖ¾ÖÖ úÄÖ 'Öæ»μÖ'ÖÖ-Ö-Ö</p> <p>6.3 : éúÿÖß ÄÖÖ;ÖÖê-Ö-ÖÖ«üÖ,êü ¾ÖÖÄÖÖ †¬μÖμÖ-ÖÖÿÖß»Ö ÄÖ'ÖÄμÖÖ ·ÖÖ Ö Öê¾ÖÿμÖÖÖ“Öê x-Ö,üÖ ú,ü Ö ú,ü Öê. 6.4 :¾ÖÖÄÖÖ x;Ö Ö úÖ“Öê Öã Ö</p> <p>6.5 : xüŒ-ÖÖxü-Öß / ,üÖê·Öx-Ö;Öß ¾Ö -ÖÖê™Öû±úÖêx»ÖμÖÖê x-ÖÛ'ÖÿÖß</p>	<p>10</p>	<p>12</p>

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- -Ö¾ÖÖ,ü, -ÖÖ. Ö. (2008) 'ÖÖÿÖê³ÖÖÄÖÖ 'Ö,üÖšüß“Öê †Ö;ÖμÖμÖãÆÿÖ †¬μÖÖ-Ö-Ö , x-ÖÿμÖ -ÖæÿÖ-Ö -Öĭ úÖ;Ö-Ö -Öã Öê.
- ·ÖÖê;Öß, ;ÖÖê³Ö-ÖÖ x¾Ö. (2007) 'Ö,üÖšüß“Öê †¬μÖÖ-Ö-Ö , 'Öé 'ÖμÖß -Öĭ úÖ;Ö-Ö , †ÖŒ,Öü ÖÖ²ÖÖxü
- ¾ÖÖ-Ö ÖÖ¾Ö ú,ü, ÄÖã»Ö³ÖÖ †Öx Ö xüÖÿÖê, ÄÖãÄÖ'ÖÖ (2008) 'ÖÖÿÖê³ÖÖÄÖÖ 'Ö,üÖšüß“Öê †¬μÖÖ-Ö-Ö , Ø-Ö-ÖôûÖ-Öã,êü †Œü Óú.ÖÛ²»Ö;ÖÄÖÖ -ÖÖ Ö-Öæ,ü

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- $\cdot\ddot{O}\ddot{O}\hat{e}_{\acute{z}}\ddot{O}\beta. \ddot{O}\ddot{I}. -\ddot{O}. (2003) \underline{\acute{A}\ddot{O}\tilde{a}^2\ddot{O}\ddot{O}\hat{e}-\ddot{O}^3\ddot{O}\ddot{O}\acute{A}\ddot{O}\ddot{O}_{\acute{z}}\ddot{O}\ddot{O}\acute{A}_{\acute{z}}\ddot{O}, \acute{A}-\ddot{O}\hat{e}\acute{E}\ddot{u}^{\frac{3}{4}}\ddot{O}-\ddot{O}\hat{O}-\ddot{O}-\ddot{O}\hat{U}^2\rangle\ddot{O}\ddot{O}_{\acute{z}}\ddot{O} \ddot{O} \acute{E}\ddot{u}\ddot{O}\%o\acute{u}\acute{A}\ddot{O}-\ddot{O}\tilde{a} \ddot{O}\hat{e}.$
- $^{-\ddot{O}\frac{3}{4}\ddot{O}\ddot{O}, \ddot{u} \cdot \ddot{O}\ddot{O} \ddot{O}\acute{e}\ddot{Y}\ddot{O}\beta \dagger \ddot{O}\times \ddot{O} \ddot{O}\acute{O}\rangle\ddot{u}\ddot{O}\delta\hat{u} \acute{u}, \ddot{u} \times \cdot\ddot{O}\ddot{Y}\ddot{O}\acute{e}\ddot{I}\ddot{u} (2014) \underline{'O, \ddot{u}\ddot{O}\acute{s}\ddot{u}\beta \dagger \ddot{O}_{\acute{z}}\ddot{O}\mu\ddot{O} \mu\ddot{O}\tilde{a}\acute{C}\acute{E}\ddot{Y}\ddot{O} \dagger -\mu\ddot{O}\ddot{O}-\ddot{O}-\ddot{O}-\ddot{O}\ddot{u}\ddot{Y}\ddot{O}\beta^3\ddot{O}\ddot{O} \ddot{O}_1-\ddot{O}\ddot{I}_{\acute{z}}\ddot{O}\ddot{O}\acute{O}\ddot{Y}\ddot{O}-\ddot{O}\hat{U}^2\rangle\ddot{O} \acute{e}\acute{u}_{\acute{z}}\ddot{O}-\ddot{O} \cdot \ddot{O}\delta\hat{u} \ddot{O}\ddot{O}\frac{3}{4}\ddot{O}$
- $^{-\ddot{O}\frac{3}{4}\ddot{O}\ddot{O}, \ddot{u} \cdot \ddot{O}\ddot{O} \ddot{O}\acute{e}\ddot{Y}\ddot{O}\beta \dagger \ddot{O}\times \ddot{O} \ddot{O}\acute{O}\rangle\ddot{u}\ddot{O}\delta\hat{u} \acute{u}, \ddot{u} \times \cdot\ddot{O}\ddot{Y}\ddot{O}\acute{e}\ddot{I}\ddot{u} (2014) \underline{'O, \ddot{u}\ddot{O}\acute{s}\ddot{u}\beta \dagger \ddot{O}_{\acute{z}}\ddot{O}\mu\ddot{O} \mu\ddot{O}\tilde{a}\acute{C}\acute{E}\ddot{Y}\ddot{O} \dagger -\mu\ddot{O}\ddot{O}-\ddot{O}-\ddot{O}-\ddot{O}\ddot{u}\ddot{Y}\ddot{O}\beta^3\ddot{O}\ddot{O} \ddot{O}_2-\ddot{O}\ddot{I}_{\acute{z}}\ddot{O}\ddot{O}\acute{O}\ddot{Y}\ddot{O}-\ddot{O}\hat{U}^2\rangle\ddot{O} \acute{e}\acute{u}_{\acute{z}}\ddot{O}-\ddot{O} \cdot \ddot{O}\delta\hat{u} \ddot{O}\ddot{O}\frac{3}{4}\ddot{O}$

PEDAGOGY OF TEACHING HINDI

Course Code : 103

Credits : 04

Contact Hours : 60

Marks : 100

ikB~;Øe ds mn~ns'; & izLrqr ikB~;Øe }kjk fo|kfFkZ;ksa bl ;ksX; gksaxss fd &

- O;fDr rFkk lekt ds thou vkSj fodkl esa Hkk"kk ds ;ksxnku ls ifjpr gksaxsA
- ewyHkr Hkk"kk dkS'kyksa vkSj Hkk"kk vf/kxe esa mudh Hkwfedk dk vuqHko djsaxsA
- bdkbZ fu;kstu vkSj ikB ;kstuk dh izfØ;k esa dq'ky gksaxsA
- fgUnh f'k{k.k ds fof'k"V O;kogkfjd mn~ns';ksa ds fu/kkZj.k vkSj ys[ku esa l{ke gksaxsA
- fgUnh f'k{k.k ds vf/kxe y{;ksa dh izkflr ds fy, iz;ksT; f'k{k.k fof/k;ksa dk iz;ksx djsaxsA
- fgUnh f'k{k.k ds mn~ns';ksa dh lgt izkflr ds fy, lgk;d midj.kksa ds fuekZ.k vkSj mi;ksx esa n{k gksaxsA
- Hkk"kk vf/kxe esa lrr ,oa O;kid ewY;kadu izfof/k ds mi;ksx dq'kyrkiwZod djsaxsA
- Hkk"kk vf/kxe esa fo|kfFkZ;ksa dh dfBukb;ksa ds fujkdj.k ds fy, fØ;kRed vuqIU/kku dk iz;ksx djsaxsA
- fpUru nSufUnuh vkSj iksZVQksfy;ks fuekZ.k dh izfof/k dk mi;ksx djsaxsA

ikB~;oLrq

Unit No.	Content	Hours	Marks
	Part 1		
bdkb Z 1	Hkk"kk] fgUnh Hkk"kk dh izd`fr vkSj iz;ksT;rka 1-1 Hkk"kk dk izR;; vkSj mi;ksfxrkA 1-2 cksyh] foHkk"kk vkSj ekud Hkk"kk dk izR;;A 1-3 f'k{k] lekt] O;kikj] jktuhfr] 'kks/k ,oa fodkl esa Hkk"kk dk ;ksxnkuA 1-4 fgUnh Hkk"kk dk ukedj.k] laLd`r ls fgUnh ds mn~Hko dh izfØ;kA 1-5 fo'oHkk"kk vkSj Hkfo"; Hkk"kk ds :i esa fgUnh dk fodkl dk vkdyuA 1-6 ewy&Hkwr Hkk"kk dkS'kyksa & Jo.k] okpu] iBu vkSj ys[ku dk ifjp;A	10	12
bdkb Z 2	ikB~;oLrq lao/kZu 2-1 fgUnh lkfgR; dk lkekU; ifjp;A 2-2 fgUnh x] lkfgR; dh ijEijkxr fo/kk, i & dgkuh] ukVd vkSj egkdkO; fgUnh x] lkfgR; dh vk/kqfud fo/kk, i & miU;kl] ;k=k fooj.k] thouh] vkRedFkk vkSj laLej.kA 2-3 fgUnh O;kdj.k esa mnZw] vaxzst+h vkSj laLd`r ls lekfo'V izR;;A 2-4 ek;/fed Lrj ij fgUnh ikB~;Øe esa gq, ifjorZuksa dk vkdyuA	10	16
bdkb	Hkk"kk vf/kxe dh izd`fr vkSj ikB fu;kstu	10	12

Z 3	<p>3-1 ek;/fed Lrj ij fgUnh f'k{k.k ds y{; vkSj mn~ns';A</p> <p>3-2 bdkbZ fu;kstu dk izR;;] bldk egUo vkSj fuekZ.kfof/kA</p> <p>3-3 ikB;kstuk dk ifjp;] pj.k , mi;ksx vkSj egUo ,fØ;kUo;u</p> <p>3-3 ikB;kstuk ds vkSj mudk A</p> <p>3-4 fgUnh f'k{k.k ds KkukRed] cks/kkRed] dkS'kykRed vkSj :fpxr mn~ns';ksa dk fu/kkZj.k fof'k"V mn~ns';ksa dk O;kogkfjd 'kCnkoyh esa ys[kuA</p> <p>3-5 ikB ;kstuk ds lajpukRed mikxe dk ifjp; vkSj vH;kIA</p>		
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Part II

<p>bdkb Z 4</p>	<p>fgUnh dh fof/k fo/kkvksa ds f'k{k.k dh fof/k;ksa dk ifjp; vkSj mi;ksx 4-1 ek;/fed d{kkvksa esa x f'k{k.k dh mi;ksfxrkA 4-2 x f'k{k.k dh vFkZcks/k] O;k[k;k] fo'ys" k.k vkSj la;qDr fof/k dk ifjp; vkSj budh leh{kkA 4-3 ek;/fed d{kkvksa ds ikB~;Øe esa il ds lekos'k dh mi;ksfxrkA 4-4 il f'k{k.k dh 'kCnkFkZ dFku] [k.MkUo;] O;kl vkSj leh{kk fof/k dk ifjp; vkSj budh mi;qDrrk dk vkdyuA 4-5 ek;/fed Lrj ij O;kdj.k f'k{k.k dh vko';drk vkSj mi;ksfxrkA 4-6 O;kdj.k f'k{k.k dh fuxeu] vkxeu] Hkk"kk lalxZ vkSj ikB~;&iqLrd fof/k;ksa dk ewY;kaduA</p>	<p align="center">10</p>	<p align="center">16</p>
<p>bdkb Z 5</p>	<p>Hkk"kk vf/kxe&f'k{k.k esa lgk;d lkefxz;ksa dk iz;ksx 5-1 f'k{k.k midj.kksa dk IUnHkZ] egÙo vkSj ykHkA 5-2 vf/kxe&f'k{k.k ds n`'; midj.kksa ds izdkj n`'; midj.kksa & 'keiV~V] pkVZ] uD'kk] ekufp=] izfr:i] dk;Z'khy izfr:i vkSj ¶yS'k dkMZ dh iz;ksx fof/kA JO; midj.kksa & dkWEiSDV fMLd o dSIsV~l~ ds iz;ksx dh fof/k vkSj vH;klA eqfnzr JO; midj.kksa &v[kckj] if=dkvksa vkSj iqLrdksa dk lgk;d midj.kksa ds :i esa iz;ksx AoS qnf.od midj.kksa & Vsyhfootu+] dEI;wVj vkSj fo'otky ds lgk;d midj.kksa ds :i esa iz;ksx dh fof/k vkSj mi;ksfxrk] Hkk"kk vf/kxe esa Hkk"kk iz;ksx'kkyk ds iz;ksx dh fof/k vkSj leh{kkA 5.3 ³ÖÖÄÖÖ ¯ÖÖšüŒ-ÖãÄÿÖ ú- †ÓÿÖ ÖÔÿÖ ¾Ö ²Ö×Æü ÖÔÿÖ Öã Ö-Ö'ÖÖ</p>	<p align="center">10</p>	<p align="center">12</p>
<p>bdkb Z 6</p>	<p>Hkk"kk vf/kxe ds ewY;kadu dh izfof/k 6-1 ewY;kadu dh ladYiuk] mn~ns'; vkSj egÙoA 6-2 Irr ,oa O;kid ewY;kadu dk IUnHkZA 6-3 fo kfFkZ;ksa dh vf/kxe leL;kvksa ds funku vkSj lek/kku ds fy, fØ;kRed vuqLU/kku dk iz;ksxA 6-4 Hkk"kk f'k{k.k ds xq.k 6-5 fo kfFkZ;ksa ds Hkk"kk vf/kxe dk lap;ho`Ùk cukukA nSufUnuh vkSj iksVZQksfy;ks cukukA</p>	<p align="center">10</p>	<p align="center">12</p>

izk;ksfxd dk;Z &

- vk/kqfud Hkk"kk ds :i esa fgUnh ds xq.kksa vkSj fLFkfr dk vuqLU/kku fooj.kA
- fgUnh f'k{k.k dh fdUgh nks v/kuqru fof/k;ksa dk ifjp; ,oa buds mi;ksx dh rqyukRed leh{kkA
- fgUnh f'k{k.k ds Jo.k] okpu vkSj ys[ku vf/kxe ds IVhd ewY;kadu esa Irr ,oa O;kid ewY;kadu dh izfof/k ds mi;ksx dk fooj.kA
- fpUru nSufUnuh] iksVZQksfy;ks vkSj vkykspukRed fooj.kh ds mi;ksx dh leh{kk vkSj budh izfrd`fr dk izLrqfrdj.kA

IUnHkZ iqLrdsa &

- fgUnh f'k{k.k % vfHkuo vk;ke] MkW- JqfrdkUr ik.Ms;] ,fDII ifCyds'kal] nfj;kxat] ubZ fnYyh] 2010-
- fgUnh f'k{k.k] mek eaxy] vk;Z cqđ fMiks djksy ckx] ubZ fnYyh] 2005-
- fgUnh f'k{k.k] MkW- jke'kdy ik.Ms;] fouksn iqLrd efUnj] vkxjk] 2005-
- fgUnh lkfgR; dk bfrgkl] vkpk;Z jkepUnz 'kqDy] jktdey izdk'ku] ubZ fnYyh] 2006
- fgUnh f'k{k.k] jeu fcgkjh yky] jLrksxh izdk'ku] esjB] 2002-
- fgUnh f'k{k.k] lkfo=h flag] bUVjus'kuy ifCyf'kax gkml] esjB] 2004

PEDAGOGY OF TEACHING ENGLISH

Course Code	:	103	Credits	:	04
Contact Hours	:	60	Marks	:	100

Objectives

After completing the course the learners 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 No.	Content	Hours	Marks
Part I			
Unit 1	<p>Nature of the subject English</p> <p>1.1 Nature and scope of subject English, Place of English in Secondary and Higher Secondary School curriculum.</p> <p>1.2 Objectives of teaching of English subject at secondary and higher secondary school level.</p> <p>1.3 Relation of the subject English with other school subjects. Relation of the subject English with Education</p> <p>1.4 Principles of Language Teaching and Language Proficiency : Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency(CALP)</p> <p>1.5 English Language in the school context: An Evolutionary Perspective</p> <p>1.6 Current Trends in Modern English literature in Indian context and Teaching as second language in Indian context.</p>	10	12
Unit 2	<p>Instructional Planning</p> <p>2.1 Aims and objectives of Teaching English at different stages of schooling</p> <p>2.2 Instructional Planning: Need and Importance</p> <p>2.3 Unit and lesson plan: Need and Importance</p> <p>2.4 Procedure of Unit and Lesson Planning</p> <p>2.5 Planning and adapting units and lessons for children with disabilities</p>	10	16
Unit 3	<p>Approaches and methods of teaching English</p> <p>3.1 Difference between an approach and a method.</p> <p>3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching Approach, Bilingual, Eclectic and Constructive approach /Structural Approach</p> <p>3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- Features , merits , limitations and educational implication of - Translation method., Structural, Situational method, Direct method. Grammar Translation method, Dr. West Method, Inductive and Deductive method.</p> <p>3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing.</p> <p>3.5 Techniques OF teaching English: - Dramatization, Story telling, Language games, Vocabulary games, groupwork & pair work. Accommodation in approaches and techniques in teaching children with disabilities</p>	10	12

Part II

Unit 4	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: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation. 4.3 Adaptations of teaching material for children with disabilities 4.4 Text book of English language Internal and external Qualities.	10	16
Unit 5	Evaluation 5.1 Evaluation - concept and need. 5.2 Testing language skills and language elements (vocabulary, grammar and phonology) 5.3 Adaptation of evaluation tools for children with disabilities 5.4 Individualized assessment for children with disabilities 5.5 Error analysis, diagnostic tests and enrichment measures.	10	12
Unit 6	6.1 Construction of a teacher made test for English proficiency 6.2 Teaching portfolio Concept, need and importance of learning resources. 1. Traditional and Technology based learning resources. (Language Lab, Mobile Apps, Websites) 2. Evaluation of English Language Learning 3. Skills: - Listening, speaking, reading and writing. 4. Teacher of the subject English – Competencies & Role.	10	12

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 analyze any one poem or essay of a well known poet or writer.

Suggested Readings:

- Agnihotri, R.K. and Khanna A.L. (Ed.) 1996, English Grammar in context, Ratnasagar, Delhi.
- Allen. H, and Cambell R (Ed.) 1972, Teaching English as second Language, McGraw Hill, New York.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English as a Foreign Language. Ludhiana :Kalyani Publishers.
- Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.
- Brumfit, C.J and Johnson (Ed.) 1979, The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Donn Bryne (1988), Teaching Writing Skills, Longman, England.
- Françoise Grellet (1980), Developing Reading Skills, Cambridge University Press.
- Hari Prasad, M. & Prakashan, V. (2004), Communicative English, Neelkamal Publications, Hyderabad.
- IGNOU CTE – 02 Certificate in Teaching of English (1989), The structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989), The structure of modern English Blocks (1 to 7), IGNOU, New Delhi.
- 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
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik, M & Gosh, R. N (2005), Techniques of Teaching English, Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

PEDAGOGY OF TEACHING SCIENCE

Course Code : 104 Credits : 04

Contact Hours : 60 Marks : 100

Objectives

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.

Unit No	Content	Hours	Marks
Section 1			
Unit 1	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	10	12
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	10	12
Unit 3	Maxims and Methods of Teaching Science 3.1 Maxims of teaching Science 3.2 Methods of Teaching Science- Importance, Procedure, Advantage & Limitations 3.3 Lecture, Demonstration, Discussion, Problem-solving method 3.4 Project Method, Heuristic Method, Experimental method and Laboratory method 3.5 Concept-mapping, Team Teaching, Seminar, Programmed Instruction, Computer Assisted Learning (CAL)	10	16
Section 2			
Unit 4	Techniques and Approaches of Teaching Science 4.1 Techniques of Teaching Science: field trips, Directed Activity, story etc. 4.2 Process approach, Direct Experience Approach, Inductive-Deductive Approach,	10	16

	<p>4.3 Constructivist Approach and its Use in Teaching Science</p> <p>4.4 Creating Different Situations of Learning Engagement for Children with normal hearing: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw etc.), Situated/ Contextual Learning</p> <p>4.5 Creating Different Situations of Learning Engagement for Children with Disabilities: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw etc.), Situated/ Contextual Learning</p>		
Unit 5	<p>Learning Resources with reference to Children with Disabilities for Teaching Science</p> <p>5.1 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)</p> <p>5.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance With Reference To Children with Disabilities</p> <p>5.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipment With Reference To Children with Disabilities</p> <p>5.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining</p> <p>5.5 Museum, Botanical and Zoological Garden: Role in Teaching</p>	10	12
Unit 6	<p>Evaluation</p> <p>6.1 Evaluation-Concept, Nature and Need,</p> <p>6.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment,</p> <p>6.3 Tools and Techniques for Formative and Summative Assessments</p> <p>6.4 Preparation of Diagnostic Test and Achievement Test</p> <p>6.5 Adaptations of Evaluation Procedure With Reference To Children with Disabilities</p>	10	12

Practical/Field Engagement/Project Work

Any one of the following:

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- IV. Construction of a diagnostic test for unit along with a remedial plan.
- V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee. w. Roger (2010) The Teaching of Science 21st Century Perspective National Science Teachers. Association, USA

- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company
- Joshi, S. R (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P. & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun: NIVH.
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N & Siddiqui, M. N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A. & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merril Publishing Company.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

Suggested Readings

- $\alpha \beta \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ (2007). $\frac{3}{4} \alpha - \beta - \gamma : \delta - \epsilon - \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$. $\beta - \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$: $\theta - \iota - \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$.
- $\alpha \beta \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ (2014). $\frac{3}{4} \alpha - \beta - \gamma : \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ $\delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ $\delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$.
- $\alpha \beta \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ (2007). $\alpha \beta \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ $\delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$. $\beta - \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$: $\alpha \beta \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$.
- $\alpha \beta \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ (2007). $\alpha \beta \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ $\delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$. $\beta - \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$: $\alpha \beta \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$.
- $\alpha \beta \gamma \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ (2006). $\frac{3}{4} \alpha - \beta - \gamma : \delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ $\delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ $\frac{3}{4} \alpha$ $\delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$ $\delta \epsilon \zeta \eta \theta \iota \kappa \lambda \mu \nu \xi \omicron \pi \rho \sigma \tau \upsilon \phi \chi \psi \omega$.

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- Gupta, V. K. (1995). *Readings in Science and Mathematics Education*, Ambala: The Associated Press.
- Mangal S. K & Shubhra (2005). *Teaching of Biological Sciences*, Meerut: International Publishing House.
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PEDAGOGY OF TEACHING MATHEMATICS

Course Code : 104 Credits : 04

Contact Hours : 60 Marks : 100

Objectives

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 No	Content	Hours	Marks
Section 1			
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, Aryabhata, Bhaskaracharya, Euclid, Pythagoras) 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development.	10	12
Unit 2	Objectives and Instruction 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	10	12
Unit 3	Maxims, Methods and Techniques of Teaching Mathematics 3.1 Maxims of teaching Mathematics 3.2 Methods of Teaching Mathematics - Importance, Procedure, Advantages Limitations 3.3 Lecture, Discussion, Demonstration, Inductive- Deductive, Analytic-Synthetic Methods 3.4 Problem-Solving method, Project method, Heuristic Method, Experimental method and Laboratory method 3.5 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI), field trips, Directed Activity, story, rhymes etc.	10	16

Section 2			
Unit 4	<p>Strategies for Learning and Teaching Mathematics</p> <p>4.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts.</p> <p>4.2 Learning By Exposition: Advanced Organizer Model</p> <p>4.3 Creating Different Situations of Learning Engagement for Children with normal hearing: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw Etc.), and Situational/ Contextual Learning</p> <p>4.4 Creating Different Situations of Learning Engagement for Children with Disabilities: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw Etc.), and Situational/ Contextual Learning</p>	10	16
Unit 5	<p>Teaching-Learning Resources in Mathematics for students with Disabilities</p> <p>5.1 Charts and Pictures, Models, Concrete Materials, Calculators, Computers, Smart Boards for Children With Disabilities</p> <p>5.2 Weighing and Measuring Instruments, Drawing Instruments, Surveying Instruments With Reference to Children With Disabilities</p> <p>5.3 Mathematics Laboratory- Concept, Need, And Equipment for Setting Up A Mathematics Laboratory</p> <p>5.4 Bulletin Boards and Mathematics Club, Abacus, Cessionaries Rods, Fractional Discs, Napier Strips.</p> <p>5.5 Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities</p>	10	12
Unit 6	<p>Assessment and Evaluation for Mathematics Learning</p> <p>6.1 Assessment And Evaluation-Concept, Importance and Purpose</p> <p>6.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures.</p> <p>6.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics and Comprehensive And Continuous Evaluation in Mathematics</p> <p>6.4 Preparation of Diagnostic and Achievement Test</p> <p>6.5 Adaptations in Evaluation Procedure for Students With Disabilities</p>	10	12

Practical/Field Engagement/Project Work

Any one of the following:

- I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus.
- II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- III. Constructions of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme.
- IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan.
- V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Essential Readings

- Carey, L.M. (1988). Measuring and Evaluating School Learning, Boston: Allyn and Bacon.
- Chambers, P. (2010). Teaching Mathematics, New Delhi: Sage Publication South Asia.
- Chapman, L. R. (1970). The Process of Learning Mathematics, New York: Pregamon Press.
- David, H., Maggie, M. & Louann, H. L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
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- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987). Sourcebook for Training Teachers of Visually Handicapped, Delhi: NCERT.
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- Shankaran & Gupta, H. N. (1984). Content-Cum-Methodology of Teaching Mathematics, New Delhi: NCERT.
- Siddhu, K.S. (1990). Teaching of Mathematics, New Delhi: Sterling Publishers.

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- -ÖÖÓ>êü, x'Ö-ÖÖ Öß (2010). †Ö;ÖµÖµÖÖãCEYÖ Öx ÖYÖ †-µÖÖ-Ö-Ö -Ö-µüYÖß. -ÖÖ Ö-Öæ,ü : x¾ÖªÖ -Öİ úÖ;Ö-Ö.
- ,üÆüÖ Öê, ÃÖß'ÖÖ †Öx Ö µêü;Ö'Öã Ö ÃÖx¾ÖYÖÖ (2010). Öx ÖYÖ †Ö;ÖµÖµÖÖãCEYÖ †-µÖÖ-Ö-Ö. -Öã Öê : -Öã Öê x¾ÖªÖ£Öá ÖéÆü -Öİ úÖ;Ö-Ö.
- āú>Ö ú Öá, >üß.†Ö,ü. (2011). Öx ÖYÖ : †Ö;ÖµÖµÖÖãCEYÖ †-µÖÖ-Ö-Ö -Ö-µüYÖß. -ÖÖ Ö-Öæ,ü : x¾ÖªÖ -Öİ úÖ;Ö-Ö.
- ²ÖÖëµüÖ>üü, ú>ÖÖÃÖ 'Öã. †Öx Ö †YÖ,ü (2010), Öx ÖYÖ †-µÖÖ-Ö-Ö -Ö-µüYÖß. úÖê»ÆüÖ-Öæ,ü : ±úü êú -Öİ úÖ;Ö-Ö.
- -ÖÖÓ>êü, Ø-Ö Ö>ÖÖ <“Ö. (2014). Öx ÖYÖ †Ö;ÖµÖµÖÖãCEYÖ †-µÖÖ-Ö-Ö -Ö-µüYÖß. †Ö.2, •Öôü ÖÖÓ¾Ö : -Öİ:ÖÖÓYÖ -ÖÛ²>Ö êú;Ö-ÃÖ.
- ÃÖ-Ö úÖöêü, †Ö,üYÖß (2007). Öx ÖYÖ †-µÖÖ-Ö-Ö -Ö-µüYÖß. -ÖÖ Ö-Öæ,ü : Ø-Ö-ÖöüÖ-Öã,êü †ð >ü Óú. -ÖÛ²>Ö;ÖÃÖÖ.
- “Ö¾ÆüÖ Ö, x ú;ÖÖê,ü (2008). ^µüµÖÖ“µÖÖ x;Ö Ö úÖÓÃÖÖšüß Öx ÖYÖ x;Ö Ö Ö. -ÖÖx;Ö ú : †-ÖÃÖÖ‡Ö™ü -ÖÛ²>Ö êú;Ö-ÃÖ.
- -ÖÖë Öê, µü.²ÖÖ. †Öx Ö 'Ö Öß•ÖÖ, ÃÖÖµÖÖê Ö»ÖYÖÖ (2001). Öx ÖYÖÖ“Öê †-µÖÖ-Ö-Ö. -Öã Öê : -ÖæYÖ-Ö -Öİ úÖ;Ö-Ö.
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-Öï úÖ;Ö-Ö.
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- N.C.E.R.T (2006), Text Books of Mathematics for class-VI to X, NCERT, New Delhi.

PEDAGOGY OF TEACHING HISTORY

Course Code : 104

Credits : 04

Contact Hours : 60

Marks : 100

Objectives

After completing the course the learners will be able to:

- Explain the concept, nature and scope of History.
- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for History teaching.
- Develop skills in preparation and use of support materials for effective History teaching.
- Develop the ability to organize co-curricular activities and community resources for promoting History learning.
- Concept, scope and nature of social science
- Difference between social sciences and social studies
- Aims and objectives of teaching social science at school level.
- Significance of social science as a core subject
- Role of social science teacher for an egalitarian society

Unit No	Content	Hours	Marks
Section 1			
Unit 1	Nature of History 1.1 Concept, scope and nature of History 1.2 Aims and objectives of teaching History at school level. 1.3 Significance of History as a core subject 1.4 Role of History teacher for an egalitarian society 1.5 Correlation of History with other subject.	10	12
Unit 2	Curriculum and Instructional Planning 2.1 Organization of History curriculum at school level 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	10	12
Unit 3	Curricular Approaches, Maxims & Methods of teaching of History 3.1 Curricular approaches: a) Coordination b) Co-relational c) Concentric d) Spiral e) Integrated f) Regressive 3.2 Maxims of teaching History 3.3 Methods of teaching History: Lecture, discussion, socialized recitation, source and project method. 3.4 Innovative Methods of Teaching History 3.5 Accommodations required in approaches for teaching children with disabilities	10	16
Section 2			
Unit 4	Techniques & Instructional material for teaching History 4.1 Narration, description, illustration, questioning, assignment, field trip, story-telling, Role play, 4.2 Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving	10	16

	4.3 Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards (Smart boards, Chalk Board, Flannel Board), 4.4 Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, History games and Power Point Presentation. 4.5 Adaptations of material for teaching children with disabilities		
Unit 5	Evaluation of learning in History 5.1 Purpose of evaluation in History 5.2 Techniques of evaluating learner achievement in History: Written and Oral tests, Observation Tools, Work Samples, Portfolio 5.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects 5.4 Construction of teacher made test 5.5 Diagnostic testing and enrichment techniques for children with disabilities	10	12
Unit 6	History Teacher as a Reflective Practitioner 6.1 Being a reflective practitioner- use of action research 6.2 Developing an Action Research Plan for solving a problem in teaching- learning of History. 6.3 Case study- need and importance for a school teacher 6.4 Development of a Professional Portfolio/ teaching Journal 6.5 Competencies for teaching History to children with disabilities	10	12

Course Work/ Practical/ Field Engagement

- Prepare a unit of History content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in History
- Adapt teaching learning materials for a child with disabilities.
- Develop questions and achievement tests in History
- Organize activities like quiz, field trips, exhibitions and any other co-curricular activities in schools

Suggested Readings:

- A. K. Chakrabarti, *History of India* (2010). New Delhi: Oxford University Press.
- R. S. Sharma, *History of India* (2009). New Delhi: Oxford University Press.
- D. D. Chakrabarti, *History of India* (2009). New Delhi: Oxford University Press.
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 $\times-\ddot{O}\ddot{\mu}\ddot{O}\ddot{O}\hat{e}-\ddot{O}-\ddot{O}$. $\ddot{O}\ddot{a}$ $\ddot{O}\hat{e} : \times-\ddot{O}\ddot{Y}\ddot{\mu}\ddot{O}-\ddot{O}\ddot{a}\ddot{Y}\ddot{O}-\ddot{O}$ $\ddot{O}\ddot{I}$ $\acute{u}\ddot{O}_j\ddot{O}-\ddot{O}$.
- $^2\ddot{O}, \ddot{u}$ $\acute{u}\times\ddot{O}\hat{e}, \ddot{u}\ddot{O}'\ddot{O}\ddot{u}\ddot{O}\ddot{A}\ddot{O}$ $\uparrow\ddot{O}\times \ddot{O}$ $\ddot{\ddot{x}}\ddot{Y}\ddot{O}, \ddot{u}$ (2008). $\wedge\ddot{u}\ddot{\mu}\ddot{O}\ddot{O}$ “ $\mu\ddot{O}\ddot{O}$ $\times_j\ddot{O}$ \ddot{O} $\acute{u}\ddot{O}\ddot{O}\ddot{A}\ddot{O}\ddot{O}\ddot{s}\ddot{u}\ddot{\beta}$,
 $\ddot{\ddot{x}}\ddot{Y}\ddot{O}\ddot{A}\ddot{u}\ddot{O}\ddot{A}\ddot{O}$ $\times_j\ddot{O}$ \ddot{O} \ddot{O} . $-\ddot{O}\ddot{O}\times_j\ddot{O}$ $\acute{u} : \ddot{\ddot{x}}-\ddot{O}\ddot{A}\ddot{O}\ddot{O}\ddot{\ddot{O}}^{\text{TM}}\ddot{u}$ $-\ddot{O}\ddot{U}^2$ » \ddot{O} $\acute{e}\ddot{u}_j\ddot{O}-\ddot{A}\ddot{O}$.
- $\acute{u}, \ddot{O}\ddot{u}\ddot{u}\ddot{\beta}$ \acute{u}, \ddot{u} , $\ddot{A}\ddot{O}\ddot{a}, \acute{e}\ddot{u}_j\ddot{O}$ $\uparrow\ddot{O}\times \ddot{O}$ $'\ddot{O}\ddot{O}$ $\ddot{O}'\ddot{y}\ddot{O}\hat{u}$ \acute{u}, \ddot{u} , $'\ddot{O}\ddot{\beta}-\ddot{O}\ddot{O}$ (2004). $\ddot{\ddot{x}}\ddot{Y}\ddot{O}\ddot{A}\ddot{u}\ddot{O}\ddot{A}\ddot{O}$ $\uparrow\ddot{O}_j\ddot{O}\ddot{\mu}\ddot{O}$
 $\uparrow-\ddot{\mu}\ddot{O}\ddot{O}-\ddot{O}-\ddot{O}$ $-\ddot{O}-\ddot{u}\ddot{Y}\ddot{O}\ddot{\beta}$. $\acute{u}\ddot{O}\hat{e}$ » $\ddot{A}\ddot{u}\ddot{O}-\ddot{O}\ddot{a}, \ddot{u} : \pm\acute{u}\ddot{u}$ $\acute{e}\ddot{u}$ $\ddot{O}\ddot{I}$ $\acute{u}\ddot{O}_j\ddot{O}-\ddot{O}$.
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 $-\ddot{O}\ddot{O}$ $\ddot{O}-\ddot{O}\ddot{a}, \ddot{u} : \times^{3/4}\ddot{O}\ddot{a}\ddot{O}$ $\ddot{O}\ddot{I}$ $\acute{u}\ddot{O}_j\ddot{O}-\ddot{O}$.
- $\times\ddot{Y}\ddot{O}^{3/4}\ddot{O}\ddot{O}, \ddot{u}\ddot{\beta}$, $\ddot{A}\ddot{O}\ddot{\beta}\ddot{Y}\ddot{O}\ddot{O}, \ddot{u}\ddot{O}'\ddot{O}$ $'\ddot{O}$ $\ddot{O}-\ddot{O}\ddot{\beta}, \ddot{u}\ddot{O}'\ddot{O}$ (1984). $\ddot{\ddot{x}}\ddot{Y}\ddot{O}\ddot{A}\ddot{u}\ddot{O}\ddot{A}\ddot{O}$ $\times^{3/4}\ddot{O}\ddot{A}\ddot{O}\ddot{\mu}\ddot{O}-$
 $\uparrow\ddot{O}_j\ddot{O}\ddot{\mu}\ddot{O}^{3/4}\ddot{O}\acute{e}-\ddot{u}\ddot{\beta}$. $\ddot{O}\ddot{a}$ $\ddot{O}\hat{e} : ^{3/4}\ddot{O}\hat{e}\ddot{u}^{3/4}\ddot{O}\ddot{Y}\ddot{O}\ddot{\beta}$ $\ddot{O}\ddot{I}$ $\acute{u}\ddot{O}_j\ddot{O}-\ddot{O}$.
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- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
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- Sharma, R. N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
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- Stone Randi(2008) Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin

PEDAGOGY OF TEACHING GEOGRAPHY

Course Code : 104Credits : 04

Contact Hours : 60

Marks : 100

Objectives

After completing the course the learners will be able to:

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

PEDAGOGY OF TEACHING GEOGRAPHY			
Unit No	Content	Hours	Marks
SECTION 1			
Unit 1	Nature of Geography 1.1 Concept, scope and nature of Geography 1.2 Aims and objectives of teaching Geography at school level. 1.3 Significance of Geography as a core subject 1.4 Role of Geography teacher for an egalitarian society 1.5 Correlation of Geography with other subject.	10	12
Unit 2	Curriculum and Instructional Planning 2.1 Organization of Geography curriculum at school level 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	10	12
Unit 3	Curricular Approaches, Maxims & Methods of teaching Geography 3.1 Curricular approaches: a) Coordination b) Correlational c) Concentric d) Spiral e) Integrated f) Regressive 3.2 Maxims of teaching Geography 3.3 Methods of teaching Geography: Lecture, discussion, socialized recitation, source and project method. 3.4 Methods of Teaching Geography - Importance, Procedure, Advantage & Limitations 3.5 Accommodations required in approaches for teaching children with disabilities	10	16
PART II			
Unit 4	Techniques & Instructional material for teaching Geography 4.1 Narration, description, illustration, questioning, assignment, Field trip, story-telling, Role play 4.2 Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving 4.3 Maps & Globes, Use of different types of Boards (Smart boards, Chalk Board, Flannel Board) 4.4 Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Geography games and Power Point Presentation. 4.5 Adaptations of material for teaching children with disabilities	10	16

<p>Unit 5</p>	<p>Evaluation of learning in Geography 5.1 Purpose of evaluation in Geography 5.2 Techniques of evaluating learner achievement in Geography: Written and Oral tests, Observation Tools, Work Samples, Portfolio 5.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects 5.4 Construction of teacher made test 5.5 Diagnostic testing and enrichment techniques for children with disabilities</p>	<p>10</p>	<p>12</p>
<p>Unit 6</p>	<p>Geography Teacher as a Reflective Practitioner 6.1 Being a reflective practitioner- use of action research 6.2 Developing an Action Research Plan for solving a problem in teaching- learning of Geography. 6.3 Case study- need and importance for a school teacher 6.4 Development of a Professional Portfolio/ teaching Journal 6.5 Competencies for teaching Geography to children with disabilities</p>	<p>10</p>	<p>12</p>

Course Work/ Practical/ Field Engagement

- Prepare a unit of Geography content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Geography
- Adapt teaching learning materials for a child with disabilities.
- Develop questions and achievement tests in Geography
- Organize activities like quiz, field trips, exhibitions and any other co-curricular activities in schools

Suggested Readings:

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- “Ö¼/ÆüÖ Ö, -ÖæÿÖ-Ö ²Öß. (2007). ³Öæ ÖÖê»Ö †-µÖÖ-Ö-Ö -Ö-æüÿÖß. -ÖÖ Ö-Öæ,ü :
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- ÖÖ-Ö¾Ö, †Ö.†Ö,ü. (2005). ³Öæ ÖÖê»Ö †-µÖÖ-Ö-Ö -Ö-æüÿÖß : < ú ¥üÛÂ™ü Öê-Ö.
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- Stone Randi(2008) Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin

AREA - B

CROSS DISABILITY AND INCLUSION

105	Inclusive Education
106	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
107	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)

INCLUSIVE EDUCATION

Course Code : 105 Credits : 02
Contact Hours : 30 Marks : 50

Objectives

After completing the course the learners will be able to:

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

INCLUSIVE EDUCATION			
Unit No.	Content	Hours	Marks
Unit 1	Introduction to Inclusive Education 1.1 Marginalisation vs. Inclusion: Meaning & Definitions 1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion 1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional	10	12
Unit 2	Adaptations Accommodations and Modifications 2.1 Meaning, Difference, Need & Steps 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 & Multiple Disabilities 2.5 Engaging Gifted Children	10	12
Unit 3	Inclusive Academic Instructions Supports and Collaborations 3.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment 3.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching Differentiated Instructions: Content, Process & Product Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies 3.3 ICT for Instructions 3.4 Stakeholders of Inclusive Education & Their Responsibilities , community Involvement for Inclusion 3.5 Advocacy & Leadership for Inclusion in Education, Family Support & Involvement for Inclusion Resource Mobilisation for Inclusive Education	10	16

Practical & Field Engagement

- I. Visit Special Schools Of Any Two Disabilities & An Inclusive School & Write Observation Report Highlighting Pedagogy
- II. Prepare A Checklist For Accessibility In Mainstream Schools For Children With Disabilities
- III. Design A Poster On Inclusive Education
- IV. Prepare A Lesson Plan On Any One School Subject Of Your Choice Using Any One Inclusive Academic Instructional Strategy

Suggested Readings

- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
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- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon
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- 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.
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- King-Sears, M. (1994) Curriculum-Based Assessment in Special Education. California: Singular Publications.
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- McCormick, Sandra. (1999) Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
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- Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon
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- 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 RoutledgeFalmer: Taylor & Francis Group.

INTRODUCTION TO SENSORY DISABILITIES

Course Code : 106

Credits : 02

Contact Hours : 30

Marks : 50

Objectives:

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

- Name the different types of sensory impairments & its prevalence & describe the process of hearing & implications of various types of hearing loss
- Explain the issues & ways to address challenges in educating students with hearing loss
- Describe nature, characteristics & assessment of students with low vision & visual impairment
- Suggest educational placement and curricular strategies for students with low vision & visual impairment
- Explicate the impact of deaf-blindness & practices for functional development

INTRODUCTION TO SENSORY DISABILITIES			
Unit No.	Content	Hours	Marks
Unit 1	<p>Hearing Impairment: Nature & Classification and Impact of hearing loss</p> <p>1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)</p> <p>1.2 Importance of hearing Process of hearing & its impediment leading to different types of hearing loss</p> <p>1.3 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped, Challenges arising due to congenital and acquired hearing loss</p> <p>1.4 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication, Language & communication issues attributable to hearing loss & need for early Intervention</p> <p>1.5 Communication options, preferences & facilitators of individuals with hearing loss, Issues & measures in literacy development and scholastic achievement of students with hearing loss</p> <p>1.6 Restoring techniques using human (interpreter) & technological support (hearing devices)</p>	10	16
Unit 2	<p>Visual Impairment--Nature and Assessment AND Educational Implications of Visual Impairment</p> <p>2.1. Process of Seeing and Common Eye Disorders in India;</p> <p>2.2. Blindness and Low Vision--Definition and Classification; demographic Information--NSSO and Census 2011;</p> <p>2.3. Effects of Blindness--Primary and Secondary, Importance of Early Identification and Intervention; Functional Assessment Procedures, Selective Educational Placement;</p> <p>2.4 Teaching Principles; Expanded Core Curriculum--Concept and Areas;</p> <p>2.5 Commonly Used Low Cost And Advanced Assistive Devices</p>	10	12

Unit 3	Deaf-blindness	10	12
	3.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness		
	3.2 Effects and implications of deaf-blindness on activities of daily living & education		
	3.3 Screening, Assessment, Identification & interventional strategies of deaf-blindness		
	3.4 Fostering early communication development: Methods, assistive devices and practices including AAC		
3.5 Addressing orientation, mobility & educational needs of students with deaf-blindness			

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- Warren, D. H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press

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- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC. 2000
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- Higgins J : Practical Ideas that Really work for students with Dyslexia and other reading Disorders, 2003
- Moyes, R.A Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, 2010
- Pierangelo, R. & Giuliani G.A. Transition services in Special Education, Allyn & Bacon, 2003
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- Smith, D.D: Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon, 2003
- Strichart, S., S : Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston 1993
- Swady, E.R: Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon Boston 1989
- Taylor, B: Reading Difficulties : Instruction and Assessment, Random House, New York, 1988
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AREA - C

DISABILITY SPECIALIZATION COURSES

Autism Spectrum Disorder

108	Identification and assessment of needs
109	Teaching approaches and strategies

Identification and assessment of needs

Course Code : 108

Credits : 04

Contact Hours : 60

Marks : 100

Introduction

Hearing loss needs to be identified at the earliest in order to provide timely intervention to children with hearing impairment. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessments to be undertaken for identifying needs in order to plan the intervention program.

Objective:

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

- *Develop an understanding about concept, history and theoretical perspectives of autism spectrum disorders (ASD).*
- *Explain the types and characteristics of ASD.*
- *Describe the disorders related with ASD.*
- *Explain the use of various assessment and diagnostic procedures.*
- *Explain the need and process of differential assessment.*

ASSESSMENT AND IDENTIFICATION OF NEEDS			
Unit No.	Content	Hours	Marks
PART I			
Unit 1	Introduction to Autism Spectrum Disorders (ASD) 1.1 Concept and definition of Autism Spectrum Disorders 1.2 The ASD Triad 1.3 Historical perspective to ASD 1.4 Prevalence and incidence of ASD 1.5 Theoretical perspective: Empathising-Systemising Theory, Central Coherence Theory, Executive Dysfunction Theory	10	12
Unit 2	Types and Characteristics 2.1 Autism 2.2 Asperger's Syndrome 2.3 Rett Syndrome 2.4 Childhood Disintegrative Disorders 2.5 Pervasive Developmental Disorders-not Otherwise Specified	10	16
Unit 3	Related Disorders 3.1 Hyperlexia 3.2 Semantic pragmatic and sensory integration disorders 3.3 Non-Verbal Learning Disability 3.4 Prader Willis Syndrome 3.5 Fragile X Syndrome	10	12
PART II			
Unit 4	Identification and Assessment 4.1 Screening, diagnosis and assessment - Concept and definition - Tools: checklist, standardized test & criteria, observation 4.2 Screening Tools: CHAT; MCHAT; Infant-Toddler Checklist; QCHAT; Autism Spectrum	10	12

	<p>Screening Questionnaire</p> <p>4.3 Diagnostic Criteria and Tools: DSM-V; ICD-10; ADOS, ADI-R, CARS, GARS, ISAA</p> <p>4.4 Areas of Assessment of</p> <ul style="list-style-type: none"> - Psychological: WISC, Malins, Binet-Kamath - Developmental: Infant-Toddler Checklist, Child Developmental Screening - Educational: Psycho-Educational Profile; Adolescents and Adults Psycho Educational Profile, Curricular based assessment, FACP, EACCID - Functional: Functional Analysis - Behavioral: Vineland Social Maturity Scale, ABS, Assessment of Basic Language and Learning Skills (ABBLs), Behavior Problem Inventory, BASIC-MR, and BASAL-MR <p>4.5 Teacher competencies in assessment</p>		
Unit 5	<p>ASD- Differential Assessment</p> <p>5.1 Need for differential assessment</p> <p>5.2 Assessment of Language and Communication</p> <p>5.3 Assessment of Perceptual motor skills</p> <p>5.4 Assessment of sensory processes</p> <p>5.5 Critical aspects of assessment: training and procedure</p>	10	12
Unit 6	<p>Educational assessment and identification of needs</p> <p>6.1 Educational assessment: Concept and scope</p> <p>6.2 Factors affecting educational performance: individual, family & environment</p> <p>6.3 Types of Assessment: Norm referenced & Criterion Referenced test, Comprehensive & Continuous assessment, Summative & Formative, Formal & Informal, conventional & alternate, Performance based & curriculum based</p> <p>6.4 Tools & techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized & Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional & Modern).</p> <p>6.5 Current trends and challenges in assessment: Independent, dual purpose & constructivist perspective & adaptations</p>	10	16

Practicum/ Field Engagement

1. Development of observation schedules for different settings
2. Administration of screening and assessment tools on given children
3. Development of a teacher made tool for assessing language and communication
4. Development of an educational profile for any child with related disorders with ASD

Essential Readings

- American Psychiatric Association (2014). Diagnostic and Statistical Manual of Mental Disorders. Washington DC.
- Arya, S., Rao, L.G., Jayaram, M. & Deshpande, S.N. (2009). Indian Scale for Assessment of Autism. National Institute for the Mentally Handicapped, Secunderabad.
- Attwood, T. (2008). The complete guide to Asperger Syndrome. Jessica Kingsley Publications, London.
- Delcato, C. (1974). The ultimate stranger; the autistic child. Garden City. Doubleday, New York.
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- Siegel, B. (1996). The World of Autistic Child. Oxford University Press, New York.
- Simpson, R. L., & Smith, M. B. (2008). Educating children and youth with autism:

strategies for effective practice. Pro-Ed. Texas.

- Williams, T. (2011). Autism Spectrum Disorders-From Genes to Environment. In Tech, Croatia.

Suggested Readings

- Bettelheim, B. (1967). The empty fortress: Infantile autism and the birth of self. Free Press, New York.
- Donald J. Cohen and Fred R. Volkmar (1997). Handbook of Autism and Pervasive Developmental Disorders, 2nd Edition. John Wiley and Sons, Inc., New York.
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Teaching approaches and strategies

Course code : **109** **Credits** : **04**
Contact Hours : **60** **Marks** : **100**

Introduction:

Early identification of hearing loss needs to be followed by a good quality intervention. This enables the children to develop adequate speech & language which in turn would facilitate school readiness. Teachers need to use specialised techniques for developing listening, speaking, communication and linguistic skills to children with hearing impairment for them to access knowledge.

Objectives:

After completing the course the student teachers will be able to

- Describe the developmental methods for intervention of autism at preschool level.
- Apply the behavioural approaches in teaching children with autism.
- Develop academic skills in children using the cognitive approach.
- Explain the methods for developing appropriate social and self-management skills in children with autism.
- Apply various strategies for enhancement of learning in children with autism.

Unit No	Content	Hours	Marks
PART 1			
Unit 1	Developmental Approach 1.1 Early intervention 1.2 Floor time 1.3 LEAP (Learning Experience Alternative Program) 1.4 Early Start Denver Model 1.5 JASPER (Joint Attention Symbolic Play Engagement Regulation)	10	12
Unit 2	Behavioural Approach 2.1 Applied behavioural analysis 2.2 Discrete trial training 2.3 TEACCH 2.4 Analysis of Verbal Behaviour 2.5 Pivotal Response Training	10	16
Unit 3	Cognitive Approach 3.1 Mind reading 3.2 Meta-cognitive strategies 3.3 Cognitive behaviour modification 3.4 Teaching of reading and writing 3.5 Teaching arithmetic and related areas (money and time)	10	12

PART II

Unit 4	Social Approach 4.1 Social story 4.2 Comic strips 4.3 Peer-mediated programs 4.4 Sex education and Social behaviour 4.5 Self-regulation	10	16
Unit 5	Teaching Methods and Strategies 5.1 Physical environment and classroom organization 5.2 Task analysis & reinforcement 5.3 Joint Action Routines 5.4 Visual Strategies 5.5 Visual Activity Schedules	10	12
Unit 6	Educational intervention strategies 6.1 Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial) 6.2 Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services 6.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial) 6.4 Partnership of various professionals & agencies in educational intervention 6.5 Child & Family Outcomes of Early Educational Intervention	10	12

Practicum/ Field engagement

- Development of a program for skill learning using any behavioural approach
- Presentation of seminar on cognitive approach suitable for a given child with autism
- Development of comic strips and social stories for teaching appropriate classroom behaviour

Transaction

- Lectures
- Presentations
- Project
- Workshops/ Seminars

Essential Readings

- Delaney, T. (2009). 101 Games and Activities for Children with Autism, Asperger's and Sensory Processing Disorders. McGraw-Hill Contemporary, New York.
- Grandin, T. (1995). Thinking in Pictures and Other Reports from My Life with Autism. Vintage Books, New York.
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Suggested Readings

• Maag, J.W. (2004). Behavior management: From theoretical implications to practical applications (2nd ed.). Wadsworth/Thomson Learning, Belmont.

• Baron-Cohen, S. (2003a). The essential difference: The truth about the male and female brain. Basic Books, New York.

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• Maag, J.W. (2004). Behavior management: From theoretical implications to practical applications (2nd ed.). Wadsworth/Thomson Learning, Belmont.

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• Myles, B.S., & Simpson, R.L. (2003). Asperger's syndrome: A guide for educators and parents (2nd ed.). PRO-ED. Texas.

• National Resource Council, (2002). Educating Children with Autism. National Academic Press, Washington.

• Prior, M. (2003). Learning and behavior problems in Asperger syndrome. Guilford Press, New York.

• Schopler, E, Mesobov, G.B., & Kunc, L. J. (Eds.). (1998). Asperger's Syndrome or High Functioning Autism? Plenum Press, New York.

• Siegel, B. (1996). The World of Autistic Child. Oxford University Press, New York.

YEAR II

Course No	Course Title	Hours	Int Marks	Min. Marks for passing	Ext. Marks	Min. Marks for Passing	Total	Credits
201	Human Growth & Development	60	20	10	80	40	100	4
202	Locomotor & Multiple Disabilities (Deaf-Blind, CP,MD)	30	10	5	40	20	50	2
203	Skill Based Optional Courses ANY ONE	30	10	5	40	20	50	2
204	Skill Based Optional Courses ANY ONE	30	10	5	40	20	50	2
205	Curriculum Designing, Adaptation and Evaluation	60	20	10	80	40	100	4
206	Technology and Disability	60	20	10	80	40	100	4
207	Psycho Social and Family Issues	60	20	10	80	40	100	4
208	Reading and Reflecting on Texts	30	10	5	40	20	50	2

209	Drama and Art in Education	30	10	5	40	20	50	2
210	Basic Research & Basic Statistic (EPC)	30	10	5	40	20	50	2
	Total	420	140	70	560	280	700	28

YEAR II

Course No	Course Title
201	Human Growth & Development
202	Locomotor & Multiple Disabilities (Deaf-Blind, CP,MD)
203	Skill Based Optional Courses ANY ONE
204	Skill Based Optional Courses ANY ONE
205	Curriculum Designing, Adaptation and Evaluation
206	Technology and Disability
207	Psycho Social and Family Issues
208	Reading and Reflecting on Texts
209	Drama and Art in Education
210	Basic Research & Basic Statistic (EPC)

HUMAN GROWTH & DEVELOPMENT

Course Code	:	201	Credit	:	04
Contact Hours	:	60	Marks	:	100

Introduction

This course exposes student teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip the trainees to reflect and critique the normative notions of childhood and adolescence.

Objectives:

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

- explain the process of development with special focus on infancy, childhood and adolescence
- critically analyze developmental variations among children
- comprehend adolescence as a period of transition and threshold of adulthood
- analyze different factors influencing child development

Unit No.	Content	Hours	Marks
PART I			
Unit 1	Approaches to Human Development 1.1 Human development as a discipline from infancy to adulthood 1.2 Difference between Growth and Development. 1.3 Concepts and Principles of development 1.4 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood) 1.5 Influences of heredity and environment on Development/ Nature vs Nurture	10	12
Unit 2	Developmental Domains 2.1 Physical Development. 2.2 Sensory- perceptual Development. 2.3 Cognitive Development and socio-emotional Development, 2.4 Language and communication Development 2.5 Social Development and Social relationship	10	12
Unit 3	Theoretical approaches to development 3.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura) 3.2 Psychosocial theory (Erikson, 3.3 Psychoanalytic Theory (Freud) 3.4 Ecological Theory (Bronfrenbrenner) 3.5 Holistic Theory of Development (Steiner)	10	16
Part 2			
Unit 4	The Early Years (Birth to Eight Years) 4.1 Prenatal development: Conception, stages and influences on prenatal development, 4.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development	10	12

	4.3. Milestones and variations in Development 4.4 Environmental factors influencing early childhood development 4.5 Role of play in enhancing development		
Unit 5	Middle Childhood to Adolescence (From nine years to eighteen years) 5.1 Emerging capabilities across domains of physical and social emotional 5.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics 5.3 Issues related to puberty 5.4 Gender and development 5.5 Influence of the environment (social, cultural, political) on the growing child	10	12
Unit 6	Transitions into Adulthood 6.1 Psychological well-being 6.2 Formation of identity and self-concept 6.3 Emerging roles and responsibilities 6.4 Life Skills and independent living 6.5 Career Choices	10	16

Engagement with the field as part of course as indicated below

Hands on Experience:

- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

Suggested References:

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- 'ÖÖê,ü'ÖÖê,êü, êú.μÖă,†Öx Ö 'ÖÖê,ü'ÖÖê,êü ú»ÖÖ êúĂ ÖÖ (2010). ĵÖî Öx Ö ú 'ÖÖ ÖÖxüĵÖÖ-Ö †Öx Ö ĂÖ'Öă-ÖxêüĵÖ-Ö. -ÖÖ Ö-Öæ,ü : x³/₄ÖăÖ -Öĭ úÖĵÖ-Ö.
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- †ÖÆéü,ü, 'Öß-ÖÖ †Öx Ö ÁÖÖê-Ö¼Ö Öê, ÁÖÖ³ÖÖ•Öß (2011). ÖÏ ÖÿÖ ;Öî Öx Ö ú 'ÖÖ-ÖÁÖ;ÖÖÁ;Ö. Öã Öê: x-ÖÿµÖ-ÖæÿÖ-Ö ÖÏ úÖ;Ö-Ö.
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- •ÖÖ-Ö¼Ö, éú.<Ö. (2014). ¼Öî úÖxÁÖ ú 'ÖÖ-ÖÁÖ;ÖÖÁ;Ö: 'ÖÖ-Ö¼Öß x¼Ö úÖÁÖÖ"Öê 'ÖÖ-ÖÁÖ;ÖÖÁ;Ö. Öã Öê: üÖµÖ'ÖÖü ÖÛ²»Ö éú;Ö-ÁÖ.
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- Brisbane, E. H. (2004). The developing child, Mc.Graw Hill, USA
- Cobb, N. J. (2001). The child infants, children and adolescents, Mayfield Publishing company, California
- Hurlocl, E. B. (2005). Child growth and development, Tata Mc.Graw Hill Publishing company, New york
- Hurlocl, E. B. (2006). Developmental Psychology- A life span approach, Tata Mc.Graw Hill Publishing company, New Delhi
- Mittal, S. (2006). Child development- Experimental Psychology, Isha books, Delhi
- Nisha, M. (2006). Introduction to child development, Isha books, Delhi
- Papalia, D. E. and Olds, S. W.(2005). Human development, Tata Mc.Graw Hill Publishing company, New York
- 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

- Meece, J. S. & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development, Routledge

AREA B: CROSS DISABILITY AND INCLUSION

202	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP,MD)	2	50
203	Skill Based Optional Courses ANY ONE	2	50
204	Skill Based Optional Courses ANY ONE	2	50

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code : **202** **Credits** : **02**

Contact Hours : **30** **Marks** : **50**

Course Description

The course aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention when ever if necessary.

Objectives

After completing the course the student teacher will be able to:

- Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio , Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities
- Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities
- Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary
- Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities

Unit No.	Content	Hours	Marks
Unit 1	Cerebral Palsy (CP) 1.1. CP: Nature, Types and Its Associated Conditions; 1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits); 1.3. Provision of Therapeutic Intervention and Referral of Children with CP; 1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School; 1.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities.	10	12
Unit 2	Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy 2.1. Definition, Meaning and Classification 2.2. Assessment of Functional Difficulties 2.3. Provision of Therapeutic Intervention and Referral 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home And School 2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology	10	12

Unit 3	Multiple Disabilities and Other Disabling Conditions	10	16
	3.1 Multiple Disabilities: Meaning and Classifications		
	3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions,		
	3.3 Other Disabling Conditions Such As Leprosy Cured Students, Tuberculous Sclerosis and Multiple Sclerosis		
	3.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School		
3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology			

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

- Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
- Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

Essential Readings

- Miller, F. And Bachrach, S.J. (2012). Cerebral Palsy: A Complete Guide for Caregiving. A Johns Hopkins Press Health Book
- SSA (). Module on Cerebral Palsy. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/at_download/file
- SSA (). Module on Multiple Disabilities. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at_download/file

203:Skill based Optional Course (Cross Disability and Inclusion) ANY ONE

203 A	Guidance and Counseling
203 B	Early Childhood Care & Education
203 C	Applied Behavioral Analysis
203 D	Community Based Rehabilitation
203 E	Application of ICT in Classroom
203 F	Gender and Disability

GUIDANCE & COUNSELLING

Course Code	:	B 203(A)	Credits	:	02
Contact Hours	:	30	Marks	:	50

Objectives

After completing this course the student will be able to:

- Apply the skills of guidance and counselling in classroom situations
- Describe the process of development of self-image and self-esteem
- Appreciate the types and issues of counselling and guidance in inclusive settings

Unit No.	Content	Hours	Marks
Unit 1	Introduction to Guidance and Counselling 1.1 Guidance and Counselling: Definition and Aims 1.2 Areas of Guidance and Counselling 1.3 Core Conditions in Counselling 1.4 Skills and Competencies of a Counsellor 1.5 Role of Teacher in Guiding and Counselling Students with Special Needs	10	12
Unit 2	Enhancing Self Image and Self Esteem 2.1 Concept of Self as Human 2.2 Understanding of Feelings and Changes 2.3 Growth to Autonomy 2.4 Personality Development 2.5 Role of Teacher in Developing Self-Esteem in Children	10	12
Unit 3	Guidance and Counselling in Inclusive Education 3.1 Current Status With Reference To Indian School 3.2 Types of Counselling: Child-Centred, Supportive, Family 3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance 3.4 Group Guidance: Group Leadership Styles and Group Processes 3.5 Challenges in Group Guidance	10	16

Practicum/Field engagement

- I. Counselling and report writing on a selected case
- II. Simulation of a parent counselling session
- III. Report of critical observation of a given counselling session

Transaction

The transaction for this course should be done with a perspective to enhance in the student teachers the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting.

Essential reading

- Shah, (2008) Basics in guidance and Counselling. Global Vision Publishing House
- Nayak, A.K. (1997) Guidance and Counselling. APH Publishing, Delhi
- Rao, V.K. & Reddy, R.S. (2003) Academic Environment: Advice, Counsel and Activities. Soujanya Books
- Sharma, V.K. (2005) Education and Training of Educational and Vocational Guidance. Soujanya Books
- Naik, P.S (2013) Counselling Skills for Educationists. Soujanya Books

Desired Reading

- Kapunan, R.R (2004) Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines
- Pal, O.B. (2011) Educational and Vocational Guidance and Counselling. Soujanya Books

EARLY CHILDHOOD CARE AND EDUCATION

Course Code : **203(B)** **Credits** : **02**

Contact Hours : **30** **Marks** : **50**

Objectives

After undertaking the course the students will be able to:

- Explain the biological & sociological foundations of early childhood education
- Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities
- Enumerate the inclusive early education pedagogical practices

Unit No.	Content	Hours	Marks
Unit 1	The Early Years: An Overview 1.1 Facts about Early Childhood Learning & Development 1.2 Neural Plasticity 1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills 1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children 1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula	8	12
Unit 2	Early Education of Children with Disabilities 2.1 Young Children at Risk & Child Tracking 2.2 Interdisciplinary Assessments & Intervention Plans 2.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001) 2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills 2.5 Evidenced Based Practices for Early Intervention	14	16
Unit 3	Inclusive Early Childhood Educational (ECE) Practices 3.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL). 3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children 3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning, 3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP) 3.5 School Readiness & Transitions	8	12

Practical/Field Engagements

- I. Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years
- II. Participation in workshop & develop 5 creative teaching learning materials for children in inclusive early childhood education programs

Essential Readings

- Costello.P.M (2000).Thinking Skills & Early Childhood Education. London: David Fulton Publishers.
- Dunn.S.G. & Dunn.K (1992).Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.
- 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

Suggested Readings

- Barbour.N & Seefeldt.C (1998).Early Childhood Education. An Introduction (4th Eds). U.K: Prentice Hall.
- Broman.B.C (1978).The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.
- Catron.C.E. & Allen.J (1993).Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Dahlberg.G , Moss.P & Pence. A (2007). Beyond Quality in Early Childhood Care and Education.(2nd Ed.). New York: Routledge Publication.
- Dopyera.M.L & Dopyera. J (1977). Becoming a Teacher of Young Children. New York:Random House Publications.
- Gordon.I.J (1972).Early Childhood Education. Chicago: Chicago University Press.
- Hamilton.D.S & Flemming (1990).Resources for Creative Teaching in Early Childhood Education (2nd Edition). Tokyo: Harcourt Brace Jovanvich.
- Hilderbrand.V (1991).Introduction to Early Childhood Education. New York: MacMillan Publishing
- Krogh.S.L & Slentz.K (2001).Early Childhood Education, Yesterday, Today & Tomorrow.London: Lawrence Erlbaum Associates Publishers
- Range.D.G, Layton.J.R.& Roubinek.D.C.(1980). Aspects of Early Childhood Education.Theory to Reserch to Practice. New York: Academic Press.
- Spodek.B, Saracho.O.N & Davis.M.D (1987).Foundations of Early Childhood Education. Englewood Cliffs, New Jersey: Prentice Hall,
- Wortham.S.C (NK).Measurement & Evaluation in early childhood education (2nd Eds.).Ohio: Merrill Prentice Hall.

APPLIED BEHAVIOUR ANALYSIS

Course Code : 203(C) **Credits** : 02

Contact Hours : 30 **Marks** : 50

Objectives

After undertaking the course the students will be able to:

- Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis(ABA)
- Use various measures of behavioural assessment
- Apply methods of ABA in teaching and learning environments
- Integrate techniques of ABA in teaching programs
- Select suitable strategies for managing challenging behaviors

Unit No.	Content	Hours	Marks
Unit 1	Introduction to Applied Behavior Analysis (ABA) 1.1 Principles Of Behavioural Approach 1.2 ABA - Concept and Definition 1.3 Assumptions Of ABA – Classical And Operant Conditioning 1.4 Behavior- Definition And Feature 1.5 Assessment of Behavior – Functional Analysis of Behavior, Behavior Recording Systems	10	12
Unit 2	Strategies for Positive Behavior Support 2.1 Selection of Behavioural Goals 2.2 Reinforcement - Types: Positive and Negative, Primary and Secondary - Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable ratio, Variable interval 2.3 Discrete Trial Teaching - Discriminative Stimulus - Characteristics - Response - Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal - Consequence - Characteristics - Inter-Trial Interval 2.4 Application of ABA in Group Setting - Negotiation and contract - Token economy - Response cost - Pairing & fading 2.5 Leadership role of teacher in promoting positive behavior	10	16
Unit 3	Management of Challenging Behavior 3.1 Differential Reinforcements of Behavior 3.2 Extinction and Time Out 3.3 Response Cost and Overcorrection 3.4 Maintenance 3.5 Generalization and Fading	10	12

Practicum

- I. Observation and functional analysis of behavior of a given case
- II. Development of ABA program for management of a challenging behavior

Transaction

The course consists of several concepts from behavioural theories. The concepts should be explained through real life examples and selected case studies. Students should be encouraged to conduct systematic observations of behavior and suggest suitable plan of action for dealing with behavioural deficits in children.

Essential Reading

- Cooper, J.O., Timothy, E.H. and Heward, W.L. (2007) Applied Behaviour Analysis. Pearson Publications
- Kearney, A.J. (2007) Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals. Jessica Kingsley, Philadelphia
- Fisher, W.W., Piazza, C.C. and Roane, H.S. (2013) Handbook of Applied Behaviour Analysis. Guilford Press, New York
- Bailey, j and Burch, M (2011) Ethics for Behaviour Analysts. Routledge, New York
- Lewis, P. (2006) Achieving Best Behaviour for Children with Developmental Disabilities. Jessica Kingsley Publishers London

Desired Reading

- Moyes, R.A. (2002) Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom. Jessica Kingsley Publishers London
- Aune, B., Burt, B., and Gennaro, P (2013) Behaviour Solutions for the Inclusive Classroom. Future Horizons Inc, Texas

COMMUNITY BASED REHABILITATION

Course Code : 203(D) Credits : 02

Contact Hours : 30 Marks : 50

Objectives

After completing this course the student 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

Unit No.	Content	Hours	Marks
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	10	12
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	10	12
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 3.3 Community Related Vocational Training 3.4 Skill Training For Living within Community 3.5 Community Based Employment and Higher Education	10	16

Practicum/ Field Engagement

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

Transaction

Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

Essential reading

- WHO(1982) Community Based Rehabilitation —Report of a WHO International Consultation, Colombo, Lanka,(1982), WHO, 1211,Geneva 27,Switzerland, Document No .RHB/IR/82—1
- World Health — Rehabilitation for All WHO Magazine, (1984) Av. Appia, 1211 Geneva 27 Switzerland
- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances — 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.
- Peat, M. (1997) Community Based Rehabilitation, W.B. Saunders Company
- Neufelt, A. and Albright, A (1998) Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University
- McConkey, R. and O'Tool, B (Eds) Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore
- Loveday, M. (2006) The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California

APPLICATION OF ICT IN CLASSROOM

Course Code : **203(E)** **Credits** : **02**

Contact Hours : **30** **Marks** : **50**

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.

Objectives

After completing the course the student teacher 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

Unit No.	Content	Hours	Marks
Unit 1	<p>Information Communication Technology (ICT) and Special Education</p> <p>1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge';</p> <p>1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)</p> <p>1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy</p> <p>1.4 Three as of ICT Application—Access, Availability, Affordability</p> <p>1.5 Overview of WCAG (Web Content Access Guidelines)</p>	10	12
Unit 2	<p>Using Media and Computers</p> <p>2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, Etc., Television and Video in Education, Importance of Newspaper in Education</p> <p>2.2 Computers: Functional Knowledge Of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications For Access To Print</p> <p>2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources,</p> <p>2.4 Computer-Aided Learning: Application Of Multimedia In Teaching And Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning</p> <p>2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities</p>	10	16

<p>Unit 3</p>	<p>Visualizing Technology-Supported Learning Situations 3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme; 3.2 Developing PPT Slide Show For Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions; 3.3Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects; 3.4Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing; 3.5Identifying and Applying Software for Managing Disability Specific Problems.</p>	<p>10</p>	<p>12</p>
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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.

Essential Readings

- 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

Suggested Readings

- 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

GENDER AND DISABILITY

Course Code : 203(F) **Credits** : 02

Contact Hours : 30 **Marks** : 50

Objectives

After completion of this course the student will be able to:

- Develop an understanding of human rights based approach in context of disability
- Explain the impact of gender on disability
- Describe the personal and demographic perspectives of gender and disability
- Analyse the issues related to disabled women and girl children

Unit No.	Content	Hours	Marks
Unit 1	<p>Human Right-based Approach& DisabilityHuman Rights-Based Approach : Concept and History</p> <p>1.1 Principles of Human Rights-Based Approach</p> <ul style="list-style-type: none"> - Equality and Non-Discrimination - Universality & Inalienability - Participation and Inclusion - Accountability and Rule of Law <p>1.2 Elements of Human Rights System</p> <ul style="list-style-type: none"> - Legal Framework - Institutions - Development Policies & Programs - Public Awareness - Civil Society <p>1.3 Advantage of Human Rights-Based Approach</p> <p>1.4 Implications for Disability</p> <ul style="list-style-type: none"> - Empowerment - Enforceability - Indivisibility - Participation 	10	16
Unit 2	<p>Gender and Disability</p> <p>2.1 Sex & Gender: Concept & Difference</p> <p>2.2 Impairment & Disability: Concept & Difference</p> <p>2.3 Gendered Experience of Disability</p> <ul style="list-style-type: none"> - Public Domain: School and Outside School - Private and Familial Domain - Normalization and Social Role Valorisation <p>2.4 Gender and Disability Analysis: Techniques and Strategies</p> <p>2.5 Psyche and Gender: Implications for Teaching</p>	10	12
Unit 3	<p>Women and Girl Child with Disability</p> <p>3.1 Inclusive Equality</p> <ul style="list-style-type: none"> - Access to Family Life - Access to Education, Vocational Training and Employment - Access to Political Participation <p>3.2 Factors Contributing To Disability</p> <ul style="list-style-type: none"> - Gender-Based Violence in School and Within Family - Traditional Practices <p>3.3 Sexual and Reproductive Health</p> <p>3.4 Teacher's Role in Promoting Gender Equality</p> <p>3.5 Gender Critique of Legislation, Government Policy and Schemes</p>	10	12

Practicum/Field Engagement

- I. Study the case of a woman with disability and submit a report
- II. Review selected paper/s authored by women with disability
- III. Conduct a gender analysis of a selected disability Act/Policy

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, and issue-based classroom interactions in addition to lectures and seminars.

Essential Reading

- Habib, L.A (1997) Gender and Disability: Women's Experiences in the Middle East. Oxfam, UK
- Meekosha, H (2004) Gender and Disability. Sage Encyclopaedia of Disability
- Samuels, E. (2014) Fantasies of Identification: Disability, Gender, Race. NYU Press, USA
- Smith, B. G. and Hutchison, B. (2013) Gendering Disability. Rutgers University Press, New Jersey
- Hans, A. (2015) Disability, Gender and the Trajectories of Power. Sage Publications Pvt. Ltd
- Ridgeway, C.L. (2011) Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press
- O'Brien, J. and Forde, C. (2008) Tackling Gender Inequality, Raising Pupil Achievement, Dunedin Academic

Desirable Reading

- Treas, J. and Drobic, S (2010) Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective, Stanford University Press
- Purkayastha, D. (2010) Economic Growth, Intra-Household Resource Allocation and Gender Inequality, Atlantic Economic Journal, Vol. 38, No. 4
- Beeghly, L. (1999) Angles of Vision: How to Understand Social Problems, West View Press

204 :Skill based Optional Course (Disability Specialization) ANY ONE

204	Augmentative and Alternative Communication

**COMMUNICATION OPTIONS: ORALISM/AURAL REHABILITATION AND
AUDITORY VERBAL APPROACH**

Course Code : 204(A) **Credits** : 02

Contact Hours : 30 **Marks** : 50

Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of ‘either – or’ options to be the ‘best’, this syllabus intends to expose the student teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider career choices for the student teachers.

Objectives

After learning this course the students will be able to:

- Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India
- Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation
- Exhibit beginner level hands on skills in using these options
- Motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses.

Unit No.	Content	Hours	Marks
Unit 1	<p>Advance Understanding of Oral Options</p> <p>1.1 Oral / Aural Verbal Options and Realistic Expectations of Family and Teachers</p> <p>1.2 Basic Awareness on Autonomy, Inclusion and Identity With Reference to Oral Options, Difference Between Uni Sensory and Multi Sensory Approach in Oralism , Oracy To Literacy: Why And How</p> <p>1.3 Speech Reading: Need, Role And Strategies in All Communication Options</p> <p>1.4 Training And Guidance on Aural Oral Practices for Families And Tuning Home Environment: Current Scenario, Importance And Strategies</p> <p>1.5 Tuning Mainstream Schools/Classrooms For Aural Oral Communication: Do’s And Don’ts</p>	10	12
Unit 2	<p>Skill Development Required for Oralism</p> <p>2.1 Practicing Interpreting Audiograms and Exposure to Goal Setting In Listening Skills</p> <p>2.2 Practicing Motherese (Addressing /Talking To Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact</p> <p>2.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading</p> <p>2.4 Practicing Skills in Story Telling /Narrations/Jokes/ Poems / Nursery Rhymes</p> <p>2.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used For The Purpose (Checklists, Recordings, Developmental Scales)</p>	10	12

<p style="text-align: center;">Unit 3</p>	<p style="text-align: center;">Skill Development Auditory Verbal (AV) Approach , Implementing Oralism and AV Approach in Indian Special Schools & Summing up</p> <p>3.1 AV Approach: Meaning, Misconcepts and Justification , Stages of Auditory Hierarchy</p> <p>3.2 understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment, Reading Model Plans and Observing a Few Weekly Individual Sessions, Developing Instructional Material For AVT Sessions Linking Listening, Language And Cognition</p> <p>3.3 Use Of Oralism and AV Approach in Indian Special Schools: Current Scenario, Oralism / AV Approach: Prerequisites for Special Schools</p> <p>3.4 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites, Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)</p> <p>3.5 Reflections On The Course: From Theory to Practice to Initiating Change</p>	<p>10</p>	<p>16</p>
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Course Work / Practical / Field Engagement

- I. Watching Video's Of Individual Sessions And Classroom Teaching
- II. Role Play And Dramatization
- III. Developing Learning Material For Facilitating Connectivity Among Listening, Language And Cognition
- IV. Recording Self Narrated Stories / Poems And Writing Reflections Upon It
- V. Interacting With Non Disabled Children For Practicing Expansion Of Ideas

Essential Readings

- RCI (2010) Communication Options And Students With Deafness. Rehabilitation Council Of India , New Delhi
- Dhvani (English) Balvidyalaya Publication:Chennai
- Estabrooks. W. (2006) Auditory-Verbal Therapy And Practice , Ag Bell
- Paul, Peter V. (2009). Language and Deafness. Jones And Bartlett: Boston
- Borden, Gloria J.; Harris, Katherine S. & Raphael, Lawrence J. (2005). Speech Science Primer (4th) Lippincott Williams And Wilkins: Philadelphia
- Ling, Daniel.(1990) Acoustics, Audition And Speech Reception. (Cd)Alexandria, Auditory Verbal International
- Heller, Robert. (1999). Managing Change. Dk Publishing: New York

Suggested Reading

- Estabrooks , W. (2001) 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning To Listen Foundation
- Estabrooks W. & Marlowe J, (2000) The Baby is Listening, A G Bell Association For The Deaf And Hard Of Hearing, Inc, Washington Dc
- Chaney, Ann L. & Burk, Tamara L. (1998). Teaching Oral Communication In Grades K – 8.Boston: Allyn And Bacon
- Directory of Rehabilitation Resources for Persons With Hearing Impairment In India. (2000) Ayjnihh Publication, Mumbai
- Ling, D. And Ling, A.H. (1985) Aural Habilitation: The Foundations Of Verbal Learning InHearing Impaired Children. A.G. Bell Association For The Deaf And Hard Of Hearing.Washington D.C.
- Ling, D. (1989) Foundations Of Spoken Language For Hearing Impaired Children. A.G.Bell Association For The Deaf And Hard Of Hearing. Washington D.C.

- Dhvani (Marathi) Balvidyalaya – Ccym Publication
- Play It By Ear, John Tracy Clinic Publication: La
- Heller, Robert. (1999). Effective Leadership. Dk Publishing: New York.
- Heller, Robert. (1999). Managing Change. Dk Publishing: New York
- Resource Book on Hearing Impairment. Ayjnihh Publication
- Cole, Elizabeth, B. And Flexer, Carol. (2007). Children With Hearing Loss Developing Listening And Talking (Birth To Six) Plural Publishing Inc: Uk.
- Unpublished Dissertations And Thesis On Profiling Communication Options In Special Schools In India

COMMUNICATION OPTIONS: MANUAL OPTIONS

CourseCode : **204(B)** **Credits** : **02**

ContactHours : **30** **Marks** : **50**

Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of ‘either – or’ options to be the ‘best’, this syllabus intends to expose the student teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider Career Choices for the Student Teachers.

Objectives

After learning this course the students will be able to:

- Discuss the two manual options with reference to Indian special schools
- Discuss the relevant issues like literacy, inclusion and training with reference to manual options
- Describe manual options in the light of issues like language, culture and identify
- Exhibit beginner level hands on skills in using manual options
- Motivate self to learn and practice more skills leading to linguistic adequacy and fluency

COMMUNICATION OPTIONS: MANUAL OPTIONS

Unit No.	Content	Hours	Marks
Unit 1	<p>Understanding Deafness in Real Life Context AND Advance Understanding of Manual Options and Indian Scenario</p> <p>1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social) , Basic Awareness of Deafness and Communicative Challenges / Concerns</p> <p>1.2 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion, Basic Awareness of Difference between ISL and ISS; Myths and Facts,</p> <p>1.3 Use of Simcom and Educational Bilingualism an Indian Schools: Current Scenario , Challenges, Prerequisites and Fulfilling Prerequisites,</p> <p>1.4 Monitoring and Measuring Development of ISL/ISS in Students: Receptive And Expressive Mode</p> <p>1.5 Training and Guidance for Families and Tuning Home Environment: Current Scenario Strategies</p> <p>1.6 Tuning Mainstream Schools/Classrooms For Students Using Manual Communication: Do’s And Don’ts</p>	10	12
Unit 2	<p>ISL Skill Development: Middle AND Higher Order Receptive and Expressive Skills,</p> <p>2.1 Practicing ‘Motherese’ (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact,</p> <p>2.2 Practicing Natural Signing in Short Common Conversations,</p>	10	16

	<p>Stories/Poems/Narrations/Jokes, Discussing Emotions, Expansion of Ideas and Current Affairs</p> <p>2.3 Practicing Group Dynamics</p> <p>2.4 Learning to Express Gender, Number, Person, Tense, Aspect</p> <p>2.5 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization, Simple, Complex, Compound</p>		
Unit 3	<p>ISS Skill Development and Course Conclusions</p> <p>3.1 Practicing Markers (Local Language)</p> <p>3.2 Practicing Syntax in Conversations and Discussions</p> <p>3.3 Observing Using ISS in Classrooms for School Subjects, Social Science Science / Mathematics</p> <p>3.4 Observing Using ISL in Classrooms – Social Science Science / Mathematics</p> <p>3.5 Resource Mobilization for Skill Development Training: (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising) and Reflections on the Course: From Theory to Practice to Initiating Change</p>	1	12

Course Work / Practical / Field Engagement

- I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
- II. Role Play and Dramatization in ISL
- III. Developing Learning Material for Facilitating Connectivity Among Signing, Language and Cognition
- IV. Recording Self Narrated Stories / Poems and Writing Reflections
- V. Interacting with Deaf for Practicing Expansion of Ideas

Essential Readings

- Communication Options and Students with Deafness. (2010). Rehabilitation Council Of India Publication
- Heller, Robert. (1999). Managing Change. Dk Publishing: New York
- ISS Learning Material and Dictionaries
- Paul, Peter V. (2009). Language and Deafness. Jones And Bartlett: Boston
- Teaching Learning Isl Material Developed at Ayjnihh, Mumbai, SRKV Coimbatore and d NISH, Trivandrum
- Zeshan, Ulrike. (2000). Sign Language in Indo-Pakistan. John Benjamins Pub Co: Philadelphia

Suggested Readings

- Akamatsu, C. T. & Armour, V. A. (1987). Developing Written Literacy In Deaf Children Through Analyzing Sign
- Andrews, J. F., Winograd, P., & Deville, G. (1994). Deaf Children Reading Fables: Using Asl Summaries To
- Bhasha Plsi Vol 38 Indian Sign Language(S). Editors: Tanmoy Bhattacharya Nisha Grover, Surinder Pk Randhawa. Orient Blackswan
- Delhi. New Delhi: All India Federation Of The Deaf, 1981.
- Directory of Rehabilitation Resources For Persons With Hearing Impairment In India. (2000) Ayjnihh Publication
- Education. Gallaudet Research Institute Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). Total Communication, Structure And Strategy. Washington Dc: Gallaudet College Press.
- Ezell And Justice (2005). Programmatic Research On Early Literacy: Several Key Findings. Ies 3rd Annual Research Conference: American Speech Language & Hearing Association (Asha).
- Frank, Smith (1985). Reading Without Nonsense. New York: Teachers College Press, 10027.

- Ghate, Prabha (1996). Indian Sign System. Ajnihh In-House Publication: Mumbai.
- Ghate, R. A. (2009). Survey Of Teachers' Opinion On Status Of Education Of The Deaf. Unpublished Report Of Rci
- Heller, Robert. (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, Asmita. (Ed) Language and Communication. (2008) Dse Manuals. Rehabilitation Council Of India Publication
- Improve Reading Comprehension. American Annals Of The Deaf, 139, 378-386.
- Indian Sign Language Dictionary. 2001. Coimbatore: Sri Ramakrishna Mission Vidyalaya
- Johnson, R., Liddell, S., and Erting, C. (1989). Unlocking The Curriculum: Principles For Achieving Access In Deaf
- Language. American Annals of the Deaf, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H.(1999). (5th Ed) Teaching Students with Special Needs in General Education Classrooms. Prentice Hall Inc. New Jersy. Printing Press.
- Sponsored Survey Conducted At NCED.
- Unpublished Dissertation And Thesis On Signing, Structure Of ISL And Its Impact On Education
- Unpublished Dissertations And Thesis On Profiling Communication Options In Special Schools In India
- Vasishta M., Woodward J, De Santis S. An Introduction To Indian Sign Language: Focus On
- Vasishta, M.M., Woodward, J. De Santis, S. 1980. An Introduction To Indian Sign Language (Focus On Delhi). New Delhi: All Indian Federation of The Deaf.\\
- Websites For Signed Dictionaries
- Woodward, J (1993). "The Relationship Of Sign Language Varieties In India, Pakistan And Nepal". Sign Language Studies (78): 15–22.

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code : 204(C) **Credits** : 02
Contact Hours : 30 **Marks** : 50

Objectives

After learning this content the trainees are expected to

- Develop an understanding of vocational education & its relevance for PWD's.
- Carry out vocational assessment and make vocational training plan.
- Plan for transition from School to job.
- Identify various avenues for job placement.
- Facilitate PWD's in making choice of vocational trades.
- Acquire the concept of independent living and empowerment.

Unit No.	Content	Hours	Marks
Unit 1	Fundamentals & Assessment of Vocational rehabilitation 1. Definition, meaning and scope of Vocational Education. 2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment. 3. Approaches and models of Vocational training 4. Assessment, Evaluation of Generic skills & specific job skills using various tools. 5. Approaches & Principles of vocational assessment	10	12
Unit 2	Vocational Transition & Curriculum Planning 2.1. Concept, meaning, importance of Transition 2.2. Vocational transition models. 2.3. Transitional Planning at Pre vocational & post vocational level. 2.4. Development of Individualized Vocational Transitional Plan. 2.5. Development of Vocational Curriculum.	10	16
Unit 3	Process of Vocational Rehabilitation & Placement 3.1. Types of Employment Settings. 3.2. Process of Job Placement & Creation of Need based employment settings. 3.3. Adaptations, accommodation, Safety skills and First Aid. 3.4. Self Advocacy & Self Determination skill training 3.5. Equal opportunities and attitudes towards persons with disabilities	10	12

Hands on Experience:

- Developing curriculum on any vocational skill.
- Administering any vocational assessment tool.
- Visit to any vocation Institution.

References:

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

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: 204 (D)

Credits: 02

Contact Hours: 60

Marks: 50

Objectives

After learning this course the student-teachers will be equipped with a basic knowledge of:

- Concept of AAC,
- AAC systems,
- AAC assessment,
- programme planning and strategies

Unit No.	Content	Hours	Marks
1	<p>Organizational frame work for Communication:</p> <p>1.1 Normal development of speech, language and communication</p> <p>1.2 Factors that influence communication, speech and language in relation to each other</p> <p>1.3 Levels of communication in children Functional (Emergent)</p> <p>1.4 Situational (Context Dependent)</p> <p>1.5 Independent (Creative)</p> <p>Basic principles of AAC interventions:</p> <p>2.1 Child - Child capacity</p> <p>2.2 Child capacity and context</p> <p>2.3 Working towards symbolic expression</p> <p>2.4 Communication skills and</p> <p>2.5 Functions</p>		
	<p>Areas of AAC Assessment:</p> <p>3.1 Sensory areas</p> <p>3.2 Cognition , communication and language</p> <p>3.3 Posture and positioning. Motor planning and control</p> <p>3.4 Scanning</p> <p>3.5 Environment, Interaction & Symbols</p> <p>Context of Communication:</p> <p>4.1 Partner /skills , user skills and environment</p> <p>4.2 Competency development - types of competencies and its development</p> <p>4.2.1 Linguistic competence</p> <p>4.2.2 Operational Competence</p> <p>4.2.3 Social competence</p> <p>4.2.4 Strategic competence</p>		
	<p>Introduction to communication tools and Access Mode:</p> <p>5.1 Types of AAC devices and systems</p> <p>5.1.1 No Technology</p> <p>5.1.2 Low Technology</p> <p>5.1.3 High Technology</p> <p>5.2 Access to communication charts - hand, finger, eye point</p> <p>5.3 Access to devices:</p> <p>5.3.1 Switches - hand switch , blow switch, infrared devices etc</p> <p>5.3.2 Software -scan mode combined with a switch</p> <p>5.4 Selection of AAC</p> <p>5.4.1 Child competency and environment</p> <p>5.4.2 Design, Access, Motor, Devices</p> <p>5.5 Challenges in the development of AAC and Literacy</p>		

	5.5.1 Grammar; spelling 5.5.2 Building Vocabulary : and richness of language 5.5.3 Motor expression		

Module 1:

Module 2:

Module 4:

Module 5:

Hands on tasks for Notional Hours: (Any Two): 30 hours 10 marks

1. Learn basic skills involved in an AAC system and exhibit performance
2. Make a poster on AAC for family members
3. Websearch AAC options and report your reflections on learning

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Transactions:Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

Essential readings:

- Kauffman James M. & Hallahan Daniel P. (Ed) (2011) Handbook of Special Education. Routledge NY

Suggested Reading:

- Silverman, F.H.(1994).*Communication for the Speechless (3rd Edn.)*. Allyn & Bacon, Boston.
- David R. Beukelman,D.R., & Mirenda,P (2013). *Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs* (4th Edn.) Brookes Publishing Co. Baltimore.
- Lynch, C., & Cooper, J.(1991).*Early Communication Skills: Practical Activities for Teachers and Therapists*, Speechmark Publishing Ltd, Bicester, Oxon
- Warrick, A., & Kaul,S.(1997).*Their manner of speaking : augmentative communication for children and young adults with severe speech disorders*, Indian Institute of Cerebral Palsy, Kolkata
- Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariboroug Lodge, Nuffield Orthopaedic Centre, Oxford OX3 7 LD
- Tina, D., & Mike, D.(1997).*Literacy Through Symbols: Improving Access forChildren and Adults*, David Fulton Publishers, London.
- McCurtin, A., & Geraldine, M.(2000). *The Manual of AAC Assessment*. Speechmark Publishing Ltd., London.

B 11 (E) BRAILLE AND ASSISTIVE DEVICES

Course Code: B 11(E) Credits: 03

Contact Hours: 60 Notional Hours: 30 Marks: 75

Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for persons with visual impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities.

This course familiarizes the learners with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces

them to basic devices used for teaching blind and low vision children. It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with

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visual impairment/their parents to procure the needed devices with ease and speed.

Objectives

After completing the course the learners will be able to:

- *Acquire basic information about Braille, its relevance and some important functional aspects;*
- *Get basic information on types and significance of different Braille devices;*
- *Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.*

Module 1: Braille

- 1.1 Louis Braille and the Evolution of Braille
- 1.2 Continuing Relevance of Braille vis-a-vis Audio Material;
- 1.3 Braille Signs, Contractions and Abbreviations--English Braille;
- 1.4 Braille Signs and Symbols—Hindi/Regional Language;
- 1.5 Braille Reading and Writing Processes.

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

- 2.1 Slate and Stylus
- 2.2 Braille Writer
- 2.3 Electronic Devices—Notetakers and Refreshable Braille Displays
- 2.4 Braille Embossers
- 2.5 Braille Translation Software

Module 3: Other Devices – Types, Description, Relevance

- 3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- 3.2 Geography: Maps--Relief, Embossed, Models
- 3.3 Science Material
- 3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material
- 3.5 Schemes and Sources of Availability

Hands on tasks for Notional Hours: (Any Two): 30 hours 10 marks

- 1. Observe at least five devices in use in at least five school periods.
- 2. Draw up an item-wise price list of at least ten devices from different sources.
- 3. prepare a presentation – Oral/Powerpoint – on the relevance of Braille for children with visual impairment
- 4. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school
- 5. Make a report on the application of at least two non-optical devices for children with low

AREA C: DISABILITY SPECIALIZATION COURSES

Course No.	Name	Credit	Marks
205	Curriculum Designing, Adaptation and Evaluation	4	100
206	Technology and Disability	4	100
207	Psycho Social and Family Issues	4	100

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course code : 205 **Credits** : 04

Contact Hours : 60 **Marks** : 100

Introduction:

The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with Autism Spectrum Disorders. Learners are expected to go beyond the 3Rs with broad understanding of 21st century learning. The learner would also develop requisite skills of developing literacy skills of reading and writing as well as appreciate need and decide suitable adaptation to be undertaken for curricular transactions.

Objectives:

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

- Discuss the principles, approaches and types of curriculum.
- Explain the process of developing a curriculum and educational program.
- Develop suitable content for curricular areas in special education.
- Apply the process for modification and accommodation for adapting general school curriculum.
- Describe the methods used for evaluation of learning.

Unit No.	Content	Hours	Marks
PART I			
Unit 1	Development of Curriculum 1.1 Curriculum: concept, aims and principles 1.2 Orientations to Curriculum Development a. Child centred b. Society-centred c. Knowledge-centred d. Eclectic 1.3 Approaches: child-centred, activity-centred, Ecological approach 1.4 Types of curriculum: core, support, collateral , hidden and co-curriculum 1.5 Person Centred Program and Individualized Educational Program	10	12
Unit 2	Curriculum Development and Teaching 2.1 Community and learner needs assessment 2.2 Aims, Goals and Objectives 2.3 Selection of teaching methods and material - Microteaching - Scaffolding - T-L aids 2.4 Implementation and recording 2.5 Evaluation	10	12
Unit 3	Unit 3: Curricular Focus for Children with ASD 3.1 Language and social communication 3.2 Self-care 3.3 Social behaviour 3.4 Academic skills 3.5 Pre-vocational and leisure	10	16

PART II

Unit 4	Curricular Adaptation for Inclusive Education of Children with ASD 4.1 Adaptation of curriculum for children with ASD 4.2 Types of adaptation needed for children with ASD a. Content b. Instructional c. Ecological 4.3 Stages of adaptation a. General adaptation b. Specific adaptation 4.4 Accommodation & modification a. Perceptual style b. Cognitive style c. Social style 4.5 Accommodation of co-curricular activities and learning material	10	16
Unit 5	Unit 5: Methods of Evaluating Children with ASD 5.1 Evaluation: definition and purpose 5.2 Observation 5.3 Record Review 5.4 Teacher made test tests 5.5 Standardized rating scales	10	12
Unit 6	Developing Reading and Writing Skills 6.1. Pre-requisites for Reading and Writing and Emergent Reading and Writing Skills; 6.2. Assessment of Reading and Written Language at Different Levels; 6.3. Components and Types of Reading and Writing; 6.4. Steps and Strategies in Developing Reading and Writing; 6.5. Challenges and Remedial Strategies.	10	12

Practicum/ Field Engagement

- Development of curriculum for given pre-school child with autism using suitable approach
- Adaptation of curriculum for a child with high functioning autism
- Development of a teacher made test in a selected area
- Adaptation of teaching aid for a given content area

Transaction

- Lectures
- Presentations
- Self-study and use of Online Education Resources
- Project
- Workshops/ Seminars

Essential Readings

- Hewitt, T.W. (2006). Understanding and Shaping Curriculum, What We Teach and Why. Sage Publications. London.
- Jacobs, H.H. (2010). Curriculum 21: Essential Education for a Changing World. ASCD, Alexandria.
- Marsh, C.J. (2004). Key Concepts for Understanding Curriculum. Roulledge Falmer.
- Myles, B.S., & Simpson, R.L. (2003). Asperger's syndrome: A guide for educators and parents. TX: Pro-Ed. Autin.
- Simpson, R. L., & Myles, B.S. (2008). Educating Children and Youth with Autism: Strategies for effective practice. Pro-Ed. Texas.
- Tyler, R. (2013). Basic Principles of Curriculum and Instruction. University of Press, Chicago.
- Wiles, J. (1998). Curriculum Development-A Guide to Practice. Merrill Prentice Hall. New Jersey.

- Woodward, J., & Larry, C. (2000). *Technology, Curriculum, and Professional Development: Adapting Schools to Meet the Needs of Students with Disabilities*. Corwin, Newbury Park.

Suggested Readings

- National Resource Council, (2002). *Educating Children with Autism*. National Academic Press, Washington.
- Print, M. (1993). *Curriculum Development and Design*. Allen and Unwin, London.

(ASSISTIVE INTERVENTION AND TECHNOLOGY)

Course code	:	206	Credits	:	04
Contact Hours	:	60	Marks	:	100

Introduction

For children with ASD, teaching and learning must be supported by related intervention and use of assistive technical devices. This course provides an orientation to various assistive intervention and technology in order to enable the student-teachers to integrate these essential interventions into classroom settings.

Objectives

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

- *Develop an understanding of etiological aspects of autism spectrum disorder*
- *Comprehend and develop suitable interventions of language and communication for children with autism spectrum disorder*
- *Describe the sensory processes and comprehend the role of sensory integration therapy for children with autism spectrum disorder*
- *Explain the need and types of assistive technology suitable for children with autism spectrum disorder*
- *Assess children's need for assistive technology and integrate technology in teaching*

Unit No.	Content	Hours	Marks
PART I			
Unit 1	Unit 1: Etiological Aspects 1.1 Genetic factors 1.2 Prenatal factors 1.3 Perinatal factors 1.4 Postnatal factors 1.5 Early Signs and Screening for ASD	10	16
Unit 2	Unit 2: Communication Aspects 2.1 Language, Communication, Speech: concept and definition 2.2 Language 2.2.1 Components: Semantics, Syntax, Pragmatics 2.2.2 Disorders: Echolalia, Perseverance, Neologism 2.3 Communication: Process and Types 2.4 Speech Disorders: Articulation, Fluency and Voice Disorders 2.5 Interventions: AAC, PECS, Makaton, and Visual Strategies	10	12

Unit 3	Unit 3: Sensory Motor Aspects 3.1 Sensory processes: underlying concepts 3.2 Sensory processes in ASD 3.3 Executive function deficits 3.4 Sensory integration therapy 3.5 Sensory integration: aids and devices	10	12
Part II			
Unit 4	Unit 4: Assistive Technology (AT) and Assistive Devices (AD) 4.1 AT and AD: Concept and definition 4.2 AD Categories: Low-Tech devices, Mid-Tech devices, High-Tech Devices 4.3 AT for communication: Dynavox, Avaz, Kathamala 4.4 AT for positive behaviour support and recreation: visual schedules, social stories; use of social media, electronic musical instruments 4.5 AT for academic learning: i-pad applications, computer assisted instructions	10	12
Unit 5	Unit 5: Need Assessment and Planning for Assistive Technology 5.1 Assessment areas: Communication, Academic, Motor, Behaviour, Organization, Social Interactions, Transitions, Other concerns 5.2 Assessment of environmental support: Visual clutter, Lighting, Computer Operating System, Staff placement, Other concerns 5.3 Preparation for AT: Selection of devices, Training for device usage 5.4 Selection of goals: Verbal communication, written communication, Academic participation, Social interaction, Transition 5.5 Integration of AT and AD in teaching-learning environment	10	16
Unit 6	Resource Mobilisation for technology 6.1 Agencies for Aids & Appliances: Government and non-government 6.2 Eligibility criteria for availing funding under government schemes 6.3 Procedure for availing funding from different agents 6.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome 6.5 Agencies / Strategies to locate required human resources for various services and referrals	10	12

Practicum/ Field engagement

1. Seminar on environmental factors for ASD in India
2. Assessment for selection of suitable Assistive Technology for a given child with ASD
3. Develop a low-tech assistive device for communication
4. Plan an educational unit that integrates usage of AT

Transaction

- Lectures
- Presentations
- Project
- Workshops/ Seminars

Essential Readings

- Beukelman, D., & Mirenda, P. (2004). *Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults*. Paul H. Brookes Publishing Co., Baltimore.
- Boser, K.I., Goodwin, M.S., & Wayland, S.C. (2013). *Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning*. Brookes Publishing, London.
- Cormier, C., & Natale, N. (2014). *Assistive Technology Guide to Maximize Learning for Children with Autism*. Create Space Independent Publishing Platform, London.
- Culp, S. (2011). *A Buffet of Sensory Interventions: Solutions for Middle and High School Students with Autism Spectrum Disorders*. AAPC Publishing, Kansas.
- Frost, L. A., & Andrew S. B. (1996). *The Picture Exchange Communication System Training Manual*. Pyramid Educational Consultants, Inc., New Jersey.

- Koomer, J., & Kranowitz, C. (2007). Answers to questions teachers ask about sensory integration. Future Horizons, Texas.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies! Sensory World, Texas.
- Shattock, P., & Whiteley, P. (2002). "Biochemical aspects in autism spectrum disorders: updating the opioid-excess theory and presenting new opportunities for biomedical intervention" "Autism Research Unit, University of Sunderland, Sunderland.

Suggested Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- Howlin, P., & Rutter, M. (1991). Treatment of autistic children. John Wiley & Sons, Chichester.
- Kathleen, A. Q. (1995). Teaching Children with Autism: Strategies to Enhance Communication and Socialization. Albany, Delmar Publishers, Inc. New York.
- Kendel, E., Schwartz, J., & Jessell, T. (2000). Principles of neural science. McGraw-Hil, New York.
- Twachtman-Cullen, D. (2000). How to be a para pro: A comprehensive training manual for paraprofessionals. Starfish Speciality Press, Higganum, CT.

ADULTHOOD AND FAMILY ISSUES

Course code	:	207		Credits	:	04
Contact Hours	:	60		Marks	:	100

Introduction

The proof of successful learning is found in positive life outcome post education. For those who would teach students with ASD it is essential to be oriented with the challenges and issues adolescence and adulthood. This course enables student-teachers to the process of transition and preparation to adulthood, and the role of family and community in rehabilitation of persons with ASD.

Objectives

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

- Prepare need-based transition program for students with autism.
- Comprehend the issues and challenges of faced by adults with autism.
- Appreciate the needs and role of parents, family and community.

Unit No.	Content	Hours	Marks
PART I			
Unit 1	Unit 1: Transition from adolescence to adulthood for a person with ASD 1.1 Individual Transition Plan 1.2 Vocational training and higher education 1.3 Employment: Open, supported, sheltered 1.4 Mental health in transition 1.5 Self-disclosure and Advocacy.	10	12
Unit 2	Unit 2: Preparedness for Adulthood 2.1 Critical thinking and problem solving 2.2 Supported decision making 2.3 Housing and living arrangements 2.4 Sexuality and Marriage 2.5 Financial management and Guardianship	10	12
Unit 3	Unit 3: Needs and role of Family and Community 3.1 Parents- needs and responsibilities	10	16

	3.2 Siblings- challenges and expectations 3.3 Peers and Extended family- role and responsibilities 3.4 Guidance and Counselling 3.5 Community participation and rehabilitation		
Part II			
Unit 4	Intervention 4.1 Strategies for Intervention. 4.2 Role of Team members involved in intervention processes. 4.3 Fostering family's acceptance of child's impairment and creating a positive environment. 4.4 Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy; 4.5 Supporting family in raising children with hearing impairment:	10	16
Unit 5	Family Empowerment 5.1. Encouraging family centred practices, parent self- efficacy belief and family involvement in child's learning and parenting; 5.2. Encouraging family acceptance of listening devices and ensuring its regular use; 5.3. Supporting family in fostering and developing communication and language; 5.4. Involving family in fostering and developing play, recreation and values; 5.5. Encouraging family involvement in educational programme and participation in community based rehabilitation programme	10	12
Unit 6	Benefits and goals of Family intervention 6.1 Facilitating availing of concessions, facilities and scholarship & other benefits; 6.2 Encouraging family participation in self-help groups and family support networking 6.3 Role of community awareness activities, programs to encourage the families. 6.4 Agencies, Organizations and Psychosocial Health Services, On line services available for family support.	10	12

Practicum/ Field Engagement

1. Develop an individual transition plan for a student with autism
2. Develop a community based rehabilitation program for students with autism

Transaction

- Lectures
- Presentations
- Project
- Workshops / Seminars

Essential Readings

- Bliss, E.V., & Edmonds, G. (2008). A self-determined future with Asperger syndrome: solution focused approaches. Jessica Kingsley. London.
- Boushey, A. (2007). Talking teenagers: information and inspiration for parents of teenagers with autism or Asperger's syndrome. Jessica Kingsley. London.
- Breakey, C. (2006). The autism spectrum and further education: a guide to good practice. Jessica Kingsley, London.
- Bruey, C.T., & Urban, M.B. (2009). The autism transition guide: planning the journey from school to adult life. Woodbine House, Bethesda, Maryland.
- Hagland, C. (2009). Getting to grips with Asperger syndrome: understanding adults on the autism spectrum. Jessica Kingsley, London.

- Hénault, I. (2006). Asperger's syndrome and sexuality: from adolescence through adulthood. Jessica Kingsley, London.
- Howlin, P. (2004). Autism and Asperger syndrome: preparing for adulthood (2nd ed.) Routledge. London.
- Koegel, L.K., & LaZebnik, C. (2010). Growing up on the spectrum: a guide to life, love, and learning for teens and young adults with autism and Asperger's. Penguin Group, New York.
- Patrick, N. J. (2008). Social skills for teenagers and adults with Asperger syndrome: a practical guide to day-to-day life. Jessica Kingsley, London.
- Van Der Post, A. et al (2009). Children and teenagers with Aspergers: the journey of parenting from birth to teens. Chipmunka publishing, Brentwood.

Suggested Readings

- Attwood, S. (2008). Making sense of sex: a forthright guide to puberty, sex and relationships for people with Asperger's syndrome. Jessica Kingsley, London.
- Johnson, J., & Van Rensselaer, A. (2008). Families of adults with autism: stories and advice for the next generation. Jessica Kingsley, London.

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

Course No.	Name	Credit	Marks
208	Reading and Reflecting on Texts	2	50
209	Drama and Art in Education	2	50
210	Basic Research & Basic Statistic (EPC)	2	50

READING AND REFLECTING ON TEXT

Course code : 208

Credits : 02

Contact Hours : 30

Marks : 50

Introduction:

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

Objectives

After completing the course the learners will be able to:

- Reflect upon current level of literacy skills of the self
- Show interest and begin working upon basic skills required to be active readers in control of own comprehension.
- Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.
- Prepare self to facilitate good reading writing in students across the ages.
- Find reading writing as learning and recreational tools rather than a course task.

Unit No.	Content	Hours	Marks
Unit 1	<p>Reflections on Literacy and Reading Comprehension</p> <p>1.1 Literacy and Current University Graduates: Status and Concerns , Role of Literacy in Education, Career and Social Life</p> <p>1.2 Literacy, Thinking and Self Esteem, Literacy of Second Language / English: Need And Strategies, Basic Braille Literacy</p> <p>1.3 Practicing Responses to Text: Personal, Creative and Critical, Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making.</p> <p>1.4 Developing Good Reading Skills and Habits in Primary Level Students: Activities And Strategies</p> <p>1.5 Basic Understanding Of Reading Comprehension Of Children With Hearing Impairment And Learning Disability</p>	10	12
Unit 2	<p>Skill Development in Responding To Text</p> <p>2.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing</p> <p>2.2 Practicing Responding To Text (Using The Indicators) For Recreational Reading Material (Narrations) AND School Textbooks (Description),</p> <p>2.3 Practicing Responding To Text (Using The Indicators) FOR Reports, Policy Documents And News (Expositions) And Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation</p> <p>2.4 Practicing Web Search, Rapid Reading And Comprehensive Reading</p>	10	12

Unit 3	<p>Reflecting Upon Writing as a Process and Product AND Practicing Independent Writing</p> <p>3.1 Understanding Writing As A Process: Content (Intent, Audience And Organization), Language (Grammar, Vocabulary, Spelling), Surface Mechanics (Handwriting, Neatness, Alignment And Spacing)</p> <p>3.2 Practicing Self Editing And Peer Editing Of Sample Texts</p> <p>3.3 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization And Literary Richness</p> <p>3.4 Practicing Writing: Picture Description/ Expansion Of Ideas / Essays / Stories ,</p> <p>Practicing Daily Leaving Writing: Applications / Agenda - Minutes/ Note Taking, Practicing Converting Written Information Into Graphical Representation , Filling Up Surveys, Forms, Feedback Responses, Checklists</p> <p>3.5 Reflections On The Course: From Theory To Practice To Initiating Process To Improve Self</p>	10	16
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Course Work / Practical / Field Engagement

1. Have a peer editing of independently written essays and discuss your reflections upon this experience.
2. Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience.
3. Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4.
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.

Essential Reading

- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- May, Frank B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- Tovani, C. & Keene, E. O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers
- McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books
- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication

Suggested Readings:

- McCormick, Sandra. (1999). Instructing students who have literacy problems. (3rd) Merrill: New Jersey
- Aulls, Mark W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston
- Heller, Robert. (1998). Communicate clearly. DK Publishing: New York.
- May, Frank B. (1998). Reading as communication. Merrill: New Jersey
- Gallagher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers
- Miller, D. (2002). Reading With Meaning: Teaching Comprehension in the Primary Grades. New York: Stenhouse Publishers
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Pandit, Bansibhari, Suryawanshi, Dhyane Kute & Meena Prakash. (2007) Communicative language teaching in English: Nityanutan Prakashan: Pune
- Paul, Peter V. (2009). Language and Deafness. Jones and Bartlett: Boston

- Ezell and Justice (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, Smith (1985). Reading without Nonsense. New York: Teachers College Press, 10027.
- Luetke-Stahlman and Nielsen (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam
- Research The Gale Group, Inc. & GRIN Publishing Munich Germany.

PERFORMING AND VISUAL ARTS

Course code : **209**

Credits : **02**

Contact Hours : **30**

Marks : **50**

Introduction:

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students. Important Note: for a student teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

Objectives

After completing the course the learners will be able to:

- Exhibit Basic understanding in art appreciation, art expression and art education
- Plan and implement facilitating strategies for students with and without special needs
- Discuss the adaptive strategies of artistic expression
- Discuss how art can enhance learning

Unit No.	Content	Hours	Marks
Unit 1	Introduction to and art Education 1.1 Art and art education: Meaning, scope and difference 1.2 Artistic expression: Meaning and strategies to facilitate 1.3 Art therapy: concept and application to students with and without disabilities 1.4 Linking Art education with multiple intelligences 1.5 understanding emerging expression of art by students	10	12
Unit 2	Performing Arts: Dance and Music AND Drama 2.1 Range of art activities related to dance and music and Drama 2.2 Experiencing, responding and appreciating dance and music and Drama 2.3 Exposure to selective basic skills required for dance and music and Drama 2.4 Dance and Music and Drama: Facilitating interest among students: planning and implementing activities 2.5 Enhancing learning through dance and music and Drama for children with and without special needs: strategies and adaptations	10	16
Unit 3	Visual Arts, Media and Electronic Arts 3.1 Range of art activities in visual arts , Media and Electronic Arts 3.2 Experiencing, responding and appreciating visual art, Media and Electronic Arts 3.3 Exposure to selective basic skills in visual art Media and Electronic Arts 3.4 Art education: Facilitating interest among students: planning and implementing activities 3.5 Enhancing learning through visual art Media and Electronic Artsfor children with and without special needs: strategies and adaptations.	10	12

Course Work / Practical / Field Engagement

1. 'Hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes. (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
2. Portfolio submission of the basic skills exposed in any one of the art forms of choice.
3. Write a self reflective essay on how this course on art will make you a better teacher.
4. Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation.
5. Observe an art period in a special school and briefly write your reflections on it.

Essential Reading:

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications. China
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan.(1993) Sound and Music. Franklin Watts: New York

Suggested Readings:

- Beyer, E. London. (2000). The arts, popular culture and social change
- Heller, Robert. (1999). Effective Leadership. DK Publishing: New York.
- Greene, Sheila & Hogan, Diane. (2005).Researching children's experience. Sage Publication: London
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents inteaching the visual arts. New York, NY: Teachers College Press.
- C. Lewiecki-Wilson & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- L. Nyman & A. M. Jenkins (Eds.), Issues and approaches to art for students with special needs (pp. 142–154). Reston, VA: National Art Education Association.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education,33(8), 8–11

BASIC RESEARCH AND STATISTICS

Course code : 210 Credits : 02

Contact Hours : 30 Marks : 50

Objectives:

After completion of this course the student will be able to

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

Unit No.	Content	Hours	Marks
Unit 1	Introduction to Research 1.1 Scientific Method 1.2 Research: Concept and Definition 1.3 Application of Scientific Method In Research 1.4 Purpose of Research 1.5 Research in Education and Special Education	10	12
Unit 2	Types and Process of Research 2.1 Types of Research - Basic/Fundamental - Applied - Action 2.2 Process of Research - Selection of Problem - Formulation of Hypothesis - Collection of Data - Analysis of Data & Conclusion 2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale 2.4 Action Research in Teaching Learning Environment 2.5 Professional Competencies for Research	10	12
Unit 3	Measurement and Analysis of Data 3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio 3.2 Organization of data: Array, Grouped distribution 3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation 3.4 Correlation: Product Moment r and Rank Order Correlation 3.5 Graphic representation of data	10	16

Practicum/Field Engagement

- I. Develop a teacher made test for a given subject matter
- II. Develop a questionnaire/checklist
- III. Develop an outline for conducting action research

Essential reading

- Best, J. W. and Kahn, J. V. (1996) Research in Education Prentice-Hall of India New Delhi
- Dooley, D. (1997) Social Research Methods. New Delhi: Prentice-Hall of India.
- Grewal, P. S. (1990) Methods of Statistical Analysis. New Delhi: Sterling Publishers
- Guptha, S. (2003) Research Methodology and Statistical Techniques. New Delhi: Deep & Deep Publishing.
- Koul, Lokesh. (1996). Methodology of Educational Research. New Delhi: Vikas Publishing House
- Potti, L. R. (2004) Research Methodology. Thiruvananthapuram: Yamuna Publications

Desired Reading

- Cohen, J. (1988) Statistical Power Analysis for the Behavioral Sciences. New York: Academic Press
- Greene, Sheila & Hogan, Diane. (2005). Researching children's experience. Sage Publication: London

Identification and assessment of needs Curriculum Designing, Adaptation and Evaluation Teaching approaches and strategies Assistive intervention and technology Adulthood and family issues
