Savitribai Phule Pune University, Pune.

Curriculum Framework

Bachelor of Education Special Education (Learning Disability)
B.Ed.Spl.Ed.(LD)

Norms, Regulations & Course Content

Two Years Duration

1. PREAMBLE

Both, Indian society and the Indian school system are full of strengths and challenges the essence of which is diversity. Coming together with diverse background is part of ourgrowing 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 (and pride) 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 arewaiting to be addressed properly in Indian classrooms.

This curriculum has been developed to empower the special teachers/educatorsto ensure education of students with disabilities in an inclusive, right based and barrier freeenvironment. It is in tune with the reforms in Indian education and teacher education systemin general with specific reference to NCTE Notification of December 2014. It intends toplace teacher education preparation in special education in the rights- perspective of thelarger picture. ***The prime intention is to develop a task force of the specialteachers/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 crossdisability 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 bebridged and special educators and teachers trained to collaborate to meet diverse needs in theClassroom.

The program structure readies them for embarking on a fulfilling professionaljourney spurred by refection and practices. Moving away from ‘show and tell’ to ‘learningby doing’, the course will be skill oriented, and offer various opportunities of interaction withself, 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 andskills. The role of special educators has changed dramatically, with a shift from directprovider of instruction to facilitator and consultant. A teacher would need the first set of skillsto develop a basic understanding of curriculum transaction and content pedagogicalknowledge as well as change agent, collaboration, communication and time managementskills. Provision of the second set would be required, since cross disability expertise is morerelevant within the framework of inclusion; and a teacher would need the third set tospecialize in one of the disabilities particularly for serving the needs of children with specificdisability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and generalteachers need to be operational zed systematically. To give the program more pragmaticrelevance, issues related to projected needs, employability, career and higher educationoptions and entry level eligibility are given serious consideration so the opportunities for aspecial educator are at par with teachers in general education. It is expected that so farseparated general and special education would initiate more bilateral collaborations with eachother to fulfill the global objective of EDUCATION FOR ALL.

This**Bachelor of Education** Programme B.Ed.special Education (LD.) is a professional course that preparesteachers 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 anyother recognized university with at least 50 % marks. Or Bachelor in Engineering/Technology/Agriculture with specialization in Science and Mathematics of any recognizedUniversity 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 asper the Maharashtra State Government Rules.

3. Admission procedure:

Admission to the eligible candidates shall be made on merit on the basis of marksObtained in the qualifying examination and/or in the entrance examination or as per theSelection procedurelay down by the State Government of Maharashtra and PraveshNiyantran 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 theSessions (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, s/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 answeringall 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 (Learning Disability) 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 (LD) 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 withSpecific disabilities.

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 %

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.(LD).

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

9. General Framework of the Course

The B.Ed special education.(LD)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 papersand four different practical areas. Practical part E consists 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	D1+D2	26	650

	School Attachment /School Internship			
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

a. All trainees will learn about all disabilities (theory, practical as well as field engagement) and specialization in any one disability Learning Dsability.
b. 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.
c. 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	Communication Options: Oralism/Oral Rehabilitation & Auditory Verbal Approach
B	Communication Options: Manual Options (Sign System, Sign Language)
C	Augmentative and Alternative Communication
D	Management of Learning Disability
E	Vocational Rehabilitation & Transition to Job Placement

c) AREA C: DISABILITY SPECIALIZATION COURSES

Area for specialization **Hearing Impairment**

C12	Assessment and Identification of Needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

d) 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

e) 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 = 23Clock 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 (2Tutorials 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, **(**BED**401,** BED **402)**

Second Year:

For Continuous Assessment One Activity **written examination (1Tutorial and 1 Presentation of each subject andone 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 (L.D) 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 toBED 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 shallannounce 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 willbe conducted.

a) It is mandatory for a teacher to hand over the assessed C.A. answer sheets to the respectivestudents 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 CAon 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.

6A student has to obtain 50% marks taken together of CA and YEE with a minimum of50% in each of these separately.

7A student will have to obtain a minimum aggregate of 50% marks in each course to becounted for the minimum number of credits required for the completion of the program.

8If a student misses an internal assessment examination he/she will have a second chancewith the endorsement of the Principal in consultation with the concerned teacher. Such asecond chance shall not be the right of the student.

9a) If student is declared as "Pass" in a course (Grade other than F), then he/she cannotchoose/reappear that course unless appearing under "CLASS/GRADE IMPROVEMENT" forYEE only.CA is not available for a course in which the student has been declared as "PASS".

9b) If student is declared as "FAIL" (Grade F) in a course, then the student is allowed tochoose such a course, with CA and YEE both, only in a year in which the course isconducted, irrespective of the previous score in CA.Otherwise, the student may appear only for YEE in that course in any of thefollowing/forthcoming year, provided that the student has scored at least 50% of thetotal 100% in CA.

9c) In case of 9 (b), the maximum duration available to register/reappear for a coursewill be as follows.

2 years B.Ed. Program – Up to 4 (four) years (i.e. if a student is registered/admittedfor first year in 2015-16, then the student is allowed to register/reappear up to year2018-19)

9d) 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).

9e) In an exceptional case, if there are sufficient number of students who wish to registerfor a course for CA and YEE both in which they have failed, then such a course canbe conducted in the immediate following term only, in addition to the coursesconducted in that term. In this case student should pass in at list 50 % of papers means five papers in each year.

9f) 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 to appear 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 creditsare not earned within a total period of Four years from the time of admission, afterwhich, such a student will have to seek fresh admission as per the admission rules prevailingat that time.

11 A student cannot give second year final examination if she/he fails to complete 50% creditsof 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. Theyear end Grade sheets will be generated by using marks and grades and the finalgrade sheets and transcripts shall have grade points average and total percentage ofmarks (up to two decimal points). The final grade sheet will also indicate the name ofCollege/ 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 beevaluated in terms of marks. The marks for CA and YEE will be added to convert into agrade and later a grade point average.

There is no grade independentlyfor 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 PointAverage, after earning the minimum number of credits towards the completion of theB.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:

$$\textbf{WeightedGPA} = \frac{\textbf{The sum of (Units of Credits)XGrade Points}}{\textbf{Total Number of Credits of the Course}}$$

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% orGPA 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 toB.Ed. Exam Rules 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

Year I

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	Assessment and Identification of Needs	60	20	10	80	40	100	4
109	Educational Intervention and Teaching Strategies	60	20	10	80	40	100	4
		450	150	75	600	300	750	30

Theory Part II Year 1

S. No	Internal Asessment	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 Learning Disabilities	Special school for children with Learning Disabilities and VI,MR,LD And Inclusive School	Study the infrastructure available in a special school for children with HI (4 School)AND ,VI,MR,LD and Inclusive school (4 School)	50	45	Report including reflections
2	Classroom teaching observation		Observe the teaching of children with Learning Disabilities and VI,MR,LD in any one special classroom and Inclusive school and write the observation report Major Disability LD (30) Other Disability (20) Inclusive Education (10)	60	45	
3	Observation Of Model Lesson		10 Lessons Two Per Disability AND Inclusive School (LD HI,VI,MR, +IN.School)	10	20	
4	Writing Lesson Plans		5 Lesson plans (2 LD + 2 for Other Disability + 1 Inclusive school)	10	15	
			TOTAL	130	125	

Practical E 2 / 302

Year 1 Credits: 05 Hours: 150Marks: 125

S. No.	Tasks	Educati-onal settings	Specific activities	Hrs	Marks	Submissions
1	Assessment and Identification of LD & its implications		Study the summary report of the evaluation carried out on any two children with Learning Disabilities & study its implications in terms of educational placement	15	15	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/ MR & study its implications in terms of educational placement	15	15	
3	Assessment of LD Children	Institute / clinic/ Special School	Assessmen of Speech	15	15	
			Assessment of Reading	15	10	
			Assessment of Writing	15	15	
			Assessment of Maths Skills	15	15	
4	Assessmet of Language and Language skills	Institute / clinic	Observation of Assessmet of Language Skills and Vocabulary, Grammer, Meaning	30	20	
			Administration of Assessmet of Language Skills and Vocabulary, Grammer, Meaning test and diagnosis and Planning for intervension	30	20	
			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
			Simulated lessons 5+5	30	15	Report
	Observation of Peers		Micro skills and Simulated	30	10	Report
2	Practice Teaching	Special School (LD) Special School (Other Disability) and Inclusive School	LD (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(LD) 20(OD) 20(In)	Lesson Notes
3	Observation Peers teaching	Special School (LD) Special School (Other Disability) and Inclusive School	LD(10) /OTHER Disability (5)/ Inclusive School (5)	10	15	Report
4	IEP	Special School (LD) Special School (Other Disability) and Inclusive School	LD (15)/OTHER Disability(5) / Inclusive School (5) (Language +Selected subject)	30	30	
5	IEP Observation Peers	Special School (LD) Special School (Other Disability) and Inclusive School	LD (7)/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 **	Special school for children with LD	Working as teacher assistant for prayers / assembly, 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 **		Undertaking continuous whole day teaching using daily diary system for planning and recording. .(5lessons)	15	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	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 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	10	2	*
7	Use of internet and modern technology for improving the class processes	Special school for children with LD	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	5	2	*
8	Compilations of language teaching material news, conversations, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	5	3	Journal of compila-tions
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	Lesson		5 lesson on each disability (5 Lessons of other Disability)	10	15	3 marks each
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	

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	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	
TOTAL				30	25	

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	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

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	5	10	Report
			*Observations of any one test administration – 1 child	5	10	Report
			*Administering any 1 test in a group	5	10	Report
			*Observation of developmental scale-3 children	5	10	Report
			*Administration of Reading and Writing test	5	10	Report
2	Assessment in developmental psychology	Institute / Clinic/School/Rural area /	*Studying & describing DST, GDS, CPM , SFB ,VSMS ,SPM	10	10	Journal
			*Observing assessment of children using any two of the above	10	10	
			*Studying 10 assessment reports and noting the diagnosis and recommendations	10	10	
3	Case Study		Any FOUR (LD) Two from primary and Two Preprimary	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	Remedial teaching Maths	Institute / Clinic/School	Assessment Detecting Problem, setting goals , Remedial Teaching , Reassessment ,Report writing	25	15	Journal with reflections
2	Remedial teaching Reading	Institute / Clinic/School	Assessment Detecting Problem, setting goals , Remedial Teaching , Reassessment ,Report writing	25	15	
3	Remedial teaching Writing	Institute / Clinic/School	Assessment Detecting Problem, setting goals , Remedial Teaching , Reassessment ,Report writing	25	15	
4	Remedial teaching Reading writing and Maths	Institute / Clinic/School	Assessment Detecting Problem, setting goals , Remedial Teaching , Reassessment ,Report writing	25	15	
5	Speech intervention	Clinic/ School/ Inclusive Skill	Assessment of Speech	40	30	Journal with reflections
			Observing individual speech teaching sessions (2 children)			
			Observing group teaching sessions (2 children)			
			Planning and executing lesson plan for teaching non-segmental segmental and supra segmental aspects of speech (2 children) 5 Lesson (Individual teaching)			
			Planning and executing lesson plan for teaching non-segmental segmental and supra segmental aspects of speech (group teaching)5 Lesson			
6	Identification Of Disability	Inclusive school	Screening With check list	10	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	10	Journal with reflections
	Collaborative teaching	Special School (LD)/Center	Ld or Any Disability10 lessons	15	10	Journal with reflections
2	Practice Teaching	Special School (LD) Special School (Other Disability) and Inclusive School	LD (15) Other Disability(5) Inclusive School (5) Language, Selected Subject All Other subject (Primary 5 Upper primary and Secondary school 10)	150	60(LD) 20(OD) 20(IN)	Journal with reflections
3	Observation Peers teaching	Special School (LD) Special School (Other Disability) and Inclusive School	LD (5) /OTHER Disability (5)/ Inclusive School (5)	15	10	Journal with reflections
4	IEP	Special School ((LD) Special School (Other Disability) and Inclusive School	LD (15)/OTHER Disability(4) / Inclusive School (3) (Language +Selected subject)	40	40	Journal with reflections
5	IEP Observation Peers	Special School (HI) Special School (Other Disability) and Inclusive School	LD (10)/OTHER Disability(3) / Inclusive School (2) (Language +Selected subject	10	20	Journal with reflections
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		Question Paper of selected subject	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 LD	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, Assisting assessment of Reading Writing and Maths	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.(5lessons)	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	Special school for children with LD	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 news, conversations, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	10	2	Journal of compila-tions
9	Program end presentation		Power point presentation onconsolidations, 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 0n 5 point scale. Candidates below the score 3 repeat the placement

** For itemseach 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	Assessment and Identification of Needs
109	Educational Intervention and Teaching 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** 2.1Philosopy; Concept and Definitions. 2.2Impact of Philosophy on education. 2.3Philosophies 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**
Unit3	**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	**Contemporary Issues and Concerns** 4.1 Universalisation of School Education, Right to Education and Universal Access 4.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning 4.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled 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 4.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities in school systems	**10**	**12**
Unit 5	**Education Commissions and Policy** 5.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice 5.2 National Commissions and Policies: Kothari Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006) 5.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 &2012). 5.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 5.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994, UNCRPD, 2006, MDG, 2015, INCHEON strategies	**10**	**16**
Unit 6	**Issues and Trends in Education** 6.1 Challenges of education from preschool to senior secondary 6.2 Inclusive education as a rights based model 6.3 Complementarily of inclusive and special schools 6.4 Language issues in education 6.5Community participation and community based education	**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. Macmillon: Delhi
- GoI (2010). Right to Education Act 2009, MHRD: New Delhi.

Suggested Readings

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Readings for Discussion

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- Deaton A and Jean Dreze (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, Satish. (2004). Contemporary India: A Sociological View. Penguin: New Delhi. Chapter 5: Caste inequalities in India Today.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948. Government of India (GoI)
- http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
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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 3.5Motivation: Nature, Definition and Maslow's TheoryTeaching 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	**Overview of Assessment and School System** 5.1 Assessment: conventional meaning and constructivist perspective 5.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference 5.3 Comparing and contrasting assessment,evaluation, measurement, test and examination 5.4 Formative and summative evaluation, Curriculum Based Measurement 5.5Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option	**10**	**12**
Unit 6	**Assessment: Strategies and Practices** 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 6.2 Typology and levels of assessment items: open ended and cloze ended; direct, indirect, inferential level 6.3Analysis,reporting, interpretation, documentation, feedback and pedagogic decisions 6.4 Assessment of diverse learners:Exemptions, concessions, adaptations and accommodations; 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)	**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

- ¿Öêôû êú, ÛÃ´ÖŸÖ»Ö †¹ý Ö †Ö× Ö ¸üÖ‰úŸÖ, ¾Öî¿ÖÖ»Öß ×¾Ö·ÖµÖ (2011). †¬µÖµÖ-Ö †¬µÖÖ¯Ö-ÖÖ"Öê´ÖÖ-ÖÃÖ¿ÖÖÃ¡Ö. ¯Öã Öê:¯Öã Öê×¾Öª£Öá ÖéÆü¯ÖÏ úÖ¿Ö-Ö.
- úÖêšüÖ¾Ö¤êü, ¯ÖÏ×¾Ö Ö †Ö× Ö -ÖÖ-Ö ú¸ü, ´Ö.»Ö. (2011). †¬µÖµÖ-Ö †¬µÖÖ¯Ö-ÖÖ"Öê´ÖÖ-ÖÃÖ¿ÖÖÃ¡Ö. -ÖÖ×¿Ö ú:‡-ÖÃÖÖ‡Ô™ü¯ÖÛ²»Ö êú¿Ö-ÃÖ.

- ú¸Óü¤üß ú¸ü, ÃÖã¸êü¿Ö †Ö× Ö ·Ö ÖŸÖÖ¯Ö, Æü.-ÖÖ. (2011). †¬µÖµÖ-Ö - †¬µÖÖ¯Ö-ÖÖ“Öê ´ÖÖ-ÖÃÖ¿ÖÖÃ¡Ö. †Ö.8. úÖê»ÆüÖ¯Öæ¸ü : ±ú›ü êú ¯ÖÏ úÖ¿Ö-Ö.
- ¸üÖ-Ö›êü, ´Öé¥ü»ÖÖ (2011). ¯ÖÏ³ÖÖ¾Öß †¬µÖµÖ-Ö-†¬µÖÖ¯Ö-Ö. ¯Öã Öê : ×-ÖŸµÖ-ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- ·Ö ÖŸÖÖ¯Ö, Æü.-ÖÖ. (2009). †¬µÖµÖ-Ö ^¯Ö¯Ö¢Öß ¾Ö †¬µÖÖ¯Ö-Ö. ¯Öã Öê : ×-ÖŸµÖ-ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- ÃÖÖêÆü-Öß, ×“Ö¡ÖÖ (2009). †¬µÖÖ¯Ö-ÖÖ“Öß ¯ÖÏ×ŸÖ´ÖÖ-Öê. ¯Öã Öê : ×-ÖŸµÖ-ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- “Ö¾ÆüÖ Ö, Ö Öê¿Ö (2009). †¬µÖµÖ-Ö-†¬µÖÖ¯Ö-Ö : ¯ÖÖ¸Óü¯ÖÖ×¸ü ú ŸÖê †Ö¬Öã×-Ö ú. ¯Öã Öê : ×-ÖŸµÖ-ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- úôû êú, ´ÖÖ¬Ö¾Öß ·ÖµÖØÃÖ Ö †Ö× Ö ‡ŸÖ¸ü (2006). †¬µÖµÖ-ÖÖ£Öá“Öê ´ÖÖ-ÖÃÖ¿ÖÖÃ¡Ö †Ö× Ö †¬µÖÖ¯Ö-Ö ¯ÖÏ× ÎúµÖÖ. †Ö.3 úÖê»ÆüÖ¯Öæ¸ü : ±ú›ü êú ¯ÖÏ úÖ¿Ö-Ö.
- ÃÖ¯ÖÏê, -Öß×»Ö´ÖÖ †Ö× Ö ¯ÖÖ™ü ß»Ö, ¯ÖÏßŸÖß (2006). †¬µÖÖ¯Ö-ÖÖ“Öß ¯ÖÏ×ŸÖ´ÖÖ-Öê.†Ö.3. úÖê»ÆüÖ¯Öæ¸ü : ±ú›ü êú ¯ÖÏ úÖ¿Ö-Ö.
- -ÖÖ ÖŸÖÖê›êü, × ú¸ü Ö éúÂ Ö¸üÖ¾Ö (2006). †¬µÖµÖ-Ö úŸµÖÖÔ“ÖÖ ×¾Ö úÖÃÖ ¾Ö †¬µÖÖ¯Ö-Ö : †¬µÖµÖ-Ö × ÎúµÖê“Öê ´ÖÖ-ÖÃÖ¿ÖÖÃ¡Ö. -ÖÖ Ö¯Öæ¸ü : ×¾Öª Ö ¯ÖÏ úÖ¿Ö-Ö.
- úôû êú, ´ÖÖ¬Ö¾Öß ·ÖµÖØÃÖ Ö †Ö× Ö ‡ŸÖ¸ü (2006). †¬µÖµÖ-ÖÖ£Öá“Öê ´ÖÖ-ÖÃÖ¿ÖÖÃ¡Ö †Ö× Ö †¬µÖÖ¯Ö-Ö ¯ÖÏ× ÎúµÖÖ. †Ö.3. úÖê»ÆüÖ¯Öæ¸ü : ±ú›ü êú ¯ÖÏ úÖ¿Ö-Ö.
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Desired Reading

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- McMillan, James H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, David. (1995). School based Evaluation. Pergramon Publishing
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PEDAGOGY OF TEACHING

Regional Language Marathi

´Ö¸üÖšüß †¬µÖÖ¯Ö-Ö ¯Ö¨üŸÖß

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

^×§üÂ™êü :

¯ÖÏÃŸÖãŸÖ ¯ÖÖšü¶ Îú´ÖÖ«üÖ¸ê ü×¾ÖªÖ£Öá ÖÖ»Öß»Ö µÖÖê µÖŸÖÖ ¯ÖÏÖ¯ŸÖ ú¸üŸÖß»Ö.

- ¾µÖŒŸÖß ¾Ö ÃÖ´ÖÖ•Ö ¤üÖê-Æüß“µÖÖ •Öß¾Ö-Ö ¾Ö ×¾Ö úÖÃÖÖŸÖ ³ÖÖÂÖê“Öê úÖµÖ µÖÖê Ö¤üÖ-Ö †ÖÆêü ŸÖê •ÖÖ Öæ-Ö ‘ÖêŸÖß»Ö.
- ´Öæ»Ö³ÖæŸÖ ³ÖÖÂÖÖ úÖî¿Ö»µÖ ¾Ö ³ÖÖÂÖÖ †¬µÖµÖ-ÖÖŸÖ ŸµÖÖÓ“Öß úÖµÖ ³Öæ×´Ö úÖ †ÖÆêü Æêü ŸµÖÖÓ-ÖÖ †-Öã³Ö¾ÖŸÖÖ µÖê‡Ô»Ö.
- ¯ÖÖšü ×-ÖµÖÖê•Ö-Ö ¾Ö ‘Ö™ü ú ×-ÖµÖÖê•Ö-ÖÖŸÖ ŸÖê ¯ÖÖ¸Óü ÖŸÖ ÆüÖêŸÖß»Ö.
- ´Ö¸üÖšüß ³ÖÖÂÖÖ ×¿Ö Ö ÖÖ“µÖÖ ×¾Ö¿ÖêÂÖ ¾µÖ¾ÖÆüÖ×¸ü ú ^×§üÂ™üÖÓ“Öê ×-Ö¬ÖÖÔ¸ü Ö ú¸ü Öê ¾Ö ŸÖß ^×§üÂ™êü ×»Ö×Æü Öê µÖÖŸÖ ŸÖê ãú¿Ö»Ö ÆüÖêŸÖß»Ö .
- ´Ö¸üÖšüß ³ÖÖÂÖê“µÖÖ †¬µÖµÖ-ÖÖ“Öß ^×§üÂ™ü¶ê ¯Öæ ÖÔ ú¸ü µÖÖ ú×¸üŸÖÖ ¯Öæ¾ÖÔ ×-ÖµÖÖê×•ÖŸÖ ×¾Ö×¾Ö¬Ö †¬µÖÖ¯Ö-Ö ¯Ö¨üŸÖà“ÖÖ ŸÖê ^¯ÖµÖÖê Ö ú¹ý ¿Ö úŸÖß»Ö.
- ´Ö¸üÖšüß †¬µÖÖ¯Ö-ÖÖ“Öß ^×§üÂ™êü ÃÖÆü•Ö ÃÖÖ¬µÖ ú¸ü µÖÖÃÖÖšüß †¬µÖµÖ-Ö -†¬µÖÖ¯Ö-Ö ÃÖÆüÖµÖ ú ÃÖÖ¬Öü-ÖÖÓ“Öß ×-ÖÙ´ÖŸÖß ¾Ö ŸµÖÖÓ“ÖÖ ¾ÖÖ¯Ö¸ü ú¸ü µÖÖŸÖ ŸÖê ÃÖ Ö´Ö ÆüÖêŸÖß»Ö .
- ÃÖÖŸÖŸµÖ¯Öæ ÖÔ ÃÖ¾ÖÕ ú¿Ö ´Öæ»µÖ´ÖÖ¯Ö-ÖÖ“µÖÖ ¯Ö¬¤üŸÖà“ÖÖ ³ÖÖÂÖÖ †¬µÖµÖ-Ö -†¬µÖÖ¯Ö-ÖÖŸÖ ãú¿Ö»ÖŸÖê-Öê ^¯ÖµÖÖê Ö ú¸üŸÖß»Ö.

- éúŸÖßß ÃÖÓ¿ÖÖê¬Ö-ÖÖ«üÖ¸êü ³ÖÖÂÖÖ †¬µÖµÖ-ÖÖŸÖ ×¾Ö³Ö£µÖÖÕ-ÖÖ µÖê ÖÖ·µÖÖ †›üü“Ö Öß ·ÖÖ Öæ-Ö ‘ÖêŸÖß»Ö †Ö× Ö ŸµÖÖ¾Ö¸ü ^¯Ö“ÖÖ¸üÖŸ′Ö ú ^¯ÖÖµÖµÖÖê·Ö-ÖÖ ü ú¸ü µÖÖÃÖ ×¿Ö úŸÖß»Ö.
- ¤üî-ÖÓ×¤ü-Öß / ¸üÖê·Ö×-Ö¿Öß ¾Ö ¯ÖÖê™Ôü±úÖê×»ÖµÖÖê ×-Ö′ÖÖÔ Ö úº÷-Ö ŸµÖÖ“ÖÖ ¾ÖÖ¯Ö¸ü ú¸ü µÖÖÃÖ ×¿Ö úŸÖß»Ö.

Unit No.	Content	Hours	Marks
	×¾Ö³ÖÖ Ö1		
µÖã×-Ö™ü 1	**′Ö¸üÖšüß ³ÖÖÂÖê“Öê Ã¾Öº÷¯Ö , ′ÖÆü¢¾Ö †Ö× Ö ^¯ÖµÖÖê Ö** 1.1 ³ÖÖÂÖÖ - †£ÖÔ , Ã¾Öº÷¯Ö †Ö× Ö úÖµÖì ¾Ö ′Ö¸üÖšüß ³ÖÖÂÖê“Öß ÃÖª ÛÃ£ÖŸÖß 1.2 ′Ö¸üÖšüß ³ÖÖÂÖê“ÖÖ ^ Ö′Ö ¾Ö ×¾Ö úÖÃÖ 1.3 ×¾Ö×¾Ö¬Ö ²ÖÖê»Öß ³ÖÖÂÖÖ ¾Ö ¯ÖÏ′ÖÖ× ÖŸÖ ³ÖÖÂÖÖ 1.4 ×¿Ö Ö Ö , ÃÖ′ÖÖ·Ö, ¾µÖÖ¯ÖÖ¸ü, ¸üÖ·Ö úÖ¸ü Ö , ÃÖÓ¿ÖÖê¬Ö-Ö ¾Ö ×¾Ö úÖÃÖ µÖÖŸÖ ³ÖÖÂÖê“Öê µÖÖê Ö¤üÖ-Ö 1.5 ′Öæ»Ö³ÖæŸÖ ³ÖÖÂÖÖ úÖî¿Ö»µÖê (ÁÖ¾Ö Ö, ³ÖÖÂÖ Ö , ¾ÖÖ“Ö-Ö , »Öê Ö-Ö)	**10**	**12**
µÖã×-Ö™ü 2	**†³µÖÖÃÖ Îú′Ö ×¾Ö úÖÃÖ** 2.1 ′Ö¸üÖšüß ÃÖÖ×ÆüŸµÖÖ“ÖÖ/ ¾ÖÖ”ÖµÖÖ“ÖÖ ¯Ö×¸ü“ÖµÖ. 2.2 ¯ÖÖ¸ÓüÖ¯Ö×¸ü ú -†Ö¬Öã×-Ö ú ′Ö¸üÖšüß ÃÖÖ×ÆüŸµÖ ¯ÖÏ úÖ¸ü (Öª ¯ÖÏ úÖ¸ü- ú£ÖÖ -ÖÖ™ü ú, úÖ¤Óü²Ö¸üß, †ÖŸ′Ö“Ö×¸ü¡Ö, ¯ÖÏ¾ÖÖÃÖ ¾Ö ÖÔ-Ö , “Ö×¸ü¡Ö. ¯Öª ¯ÖÏ úÖ¸ü - úÖ¾µÖ, ′ÖÆüÖ úÖ¾µÖ, ′ÖãŒŸÖ ”Óû¤ü, -Ö¾Ö úÖ¾µÖ. 2.3 ′Ö¸üÖšüß ³ÖÖÂÖê¾Ö¸ü ÃÖÓÃ éúŸÖ, ¯ÖÖ»Öß, †¬ÖÔ′ÖÖ Ö¬Öß ,	**10**	**16**

	úÖ-Ö›üß , ‡Ó ÖÏ·Öß ¾Ö ØÆü¤üß ³ÖÖÂÖÖÓ“ÖÖ ¯ÖÏ³ÖÖ¾Ö 2.4 ′ÖÖ¬µÖ×′Ö ú ÃŸÖ¸üÖ¾Ö¸ü ′ÖÖŸÖé³ÖÖÂÖÖ ′Ö¸üÖšüß“µÖÖ ¯ÖÖšü¶ Îú′ÖÖŸÖ —ÖÖ»Öê»Öê ²Ö¤ü»Ö.		
µÖã×-Ö™ü 3	**³ÖÖÂÖÖ †¬µÖµÖ-ÖÖ“Öê Ã¾Ö℘¯Ö ¾Ö ¯ÖÖšü ×-ÖµÖÖê•Ö-Ö** 3.1 ′ÖÖ¬µÖ×′Ö ú ÃŸÖ¸üÖ¾Ö¸ü ³ÖÖÂÖÖ ×¿Ö Ö ÖÖ“Öß ¬µÖêµÖê ¾Ö ^×§üÂ™êü 3.2 ‘Ö™ü ú ×-ÖµÖÖê•Ö-Ö ÃÖÓ ú»¯Ö-ÖÖ,′ÖÆü¢¾Ö ¾Ö ×¾Ö úÖÃÖ ¯ÖÏ× Îú㵖ÖÖ . 3.3 ¯ÖÖšü ×-ÖµÖÖê•Ö-Ö ÃÖÓ ú»¯Ö-ÖÖ , ¯ÖÖµÖ·µÖÖ, ^¯ÖµÖÖê Ö ¾Ö ′ÖÆü¢¾Ö 3.4 ³ÖÖÂÖÖ ×¿Ö Ö ÖÖ“µÖÖ ²ÖÖê¬ÖÖŸ′Ö ú, ³ÖÖ¾ÖÖŸ′Ö ú ¾Ö × Îú㵖ÖŸ′Ö ú ^×§üÂ™üÖÓ“Öê ¾Ö Öá ú¸ü Ö ¾Ö ×-Ö¬ÖÖÔ¸ü Ö ¾Ö ¾µÖÖ¾ÖÆüÖ×¸ü ú »Öê Ö-Ö (²»Öæ′Ö“µÖÖ ¾Ö Öá ú¸ü ÖÖ-ÖãÃÖÖ¸ü) 3. 5 ¯ÖÖšü ×-ÖµÖÖê•Ö-ÖÖ“µÖÖ ÃÖÓ¸ü“Ö-ÖÖŸ′Ö ú ¯ÖÏ ÖÖ»Öß / ′ÖÖ ÖÔ	**10**	**12**
	×¾Ö³ÖÖ Ö 2		
µÖã×-Ö™ü 4	**³ÖÖÂÖÖ †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß, ŸÖÓ¡Öê ¾Ö ¯ÖÏ×ŸÖ′ÖÖ-Öê.** 4.1 : ³ÖÖÂÖÖ †¬µÖÖ¯Ö-Ö ŸÖÓ¡Ö - -ÖÖ™ü¶ß ú¸ü Ö , ú£ÖÖ ú£Ö-Ö, ²Öã×¨ü′ÖÓ£Ö-Ö , ¯ÖÏ¿-ÖÖê¢Ö¸êü , ′Öã»ÖÖ ÖŸÖ. 4.2 : ³ÖÖÂÖÖ †¬µÖÖ¯Ö-Ö ¯Ö¨üŸÖß : ú£Ö-Ö ¯Ö¨üŸÖß, ¾µÖÖ µÖÖ-Ö ¯Ö¨üŸÖß, ¯ÖÏ ú»¯Ö , ¯Ö×¸üÃÖÓ¾ÖÖ¤ü ¯Ö¨üŸÖß. “Ö“ÖÖÔ ¯Ö¨üŸÖß ÃÖ¾ÖÔÃÖ′ÖÖ¾Öê¿Ö ú ¯Ö¨üŸÖß, 4.3: ′Ö¸üÖšüß“Öß †¬µÖÖ¯Ö-Ö ¯ÖÏ×ŸÖ′ÖÖ-Öê - ¾µÖÛŒŸÖ ÖŸÖ ¯ÖÏ×ŸÖ′ÖÖ-Ö , ÃÖÖ′ÖÖ×•Ö ú ¯ÖÏ×ŸÖ′ÖÖ-Ö, ²ÖÖê¬ÖÖŸ′Ö ú ¯ÖÏ×ŸÖ′ÖÖ-Ö	**10**	**16**
µÖã×-Ö™ü 5	**³ÖÖÂÖÖ †¬µÖµÖ-Ö -†¬µÖÖ¯Ö-ÖÖŸÖß»Ö ÃÖÆüÖµµÖ ú ÃÖÖ¬Ö-Öê**	**10**	**12**

	¾Ö ^˜ÖµÖÖê Ö 5.1 :³ÖÖÂÖÖ †¬µÖÖ¯Ö-ÖÖŸÖ ×¾Ö×¾Ö¬Ö †¬µÖÖ¯Ö-Ö ÃÖÖ¬Ö-Öê , ¯ÖÏ úÖ¸ü, ^˜ÖµÖÖê Ö †Ö× Ö ´ÖÆü¢¾Ö 5.2 : ³ÖÖÂÖÖ †¬µÖÖ¯Ö-ÖÖŸÖ †Ö¬Öã×-Ö ú ŸÖÓ¡Ö×¾Ö–ÖÖ-ÖÖ“ÖÖ ^˜ÖµÖÖê Ö (ÃÖÓ Ö Ö ú ,Û¾Æü×›ü†Öê, ‡Ô-»Ö-Öâ Ö , ‡Ó™ü¸ü-Öê™ü , ´ÖÛ»™ü×´Ö×›üµÖÖ , ³ÖÖÂÖÖ ¯ÖÏµÖÖê Ö¿ÖÖôûÖ) 5.3 : ³ÖÖÂÖÖ ¯ÖÖšü¶¯ÖãÃŸÖ ú- †ÓŸÖ ÖÔŸÖ ¾Ö ²Ö×Æü ÖÔŸÖ Öã Ö¬Ö´ÖÔ		
µÖã×-Ö™ü 6	**³ÖÖÂÖÖ ´Öæ»µÖ´ÖÖ¯Ö-Ö** 6.1 :´Öæ»µÖ´ÖÖ¯Ö-Ö ÃÖÓ ú»¯Ö-ÖÖ , ^§êü¿Ö †Ö× Ö ´ÖÆü¢¾Ö 6.2: ³ÖÖÂÖê“Öê ÃÖÖŸÖŸµÖ¯Öæ ÖÔ ¾Ö ÃÖ¾ÖÕ úÂÖ ´Öæ»µÖ´ÖÖ¯Ö-Ö 6.3 : éúŸÖß ÃÖÓ¿ÖÖê¬Ö-ÖÖ«üÖ¸êü ³ÖÖÂÖÖ †¬µÖµÖ-ÖÖŸÖß»Ö ÃÖ´ÖÃµÖÖ ·ÖÖ Ö Öê ¾Ö ŸµÖÖÓ“Öê ×-Ö¸üÖ ú¸ü Ö ú¸ü Öê. 6.4 : ³ÖÖÂÖÖ ×¿Ö Ö úÖ“Öê Öã Ö 6.5: ¤üî-ÖÓ×¤ü-Öß /¸üÖê·Ö×-Ö¿Öß ¾Ö ¯ÖÖê™Ôü±úÖê×»ÖµÖÖê ×-ÖÙ´ÖŸÖß	**10**	**12**

ÃÖÓ¤ü³ÖÔ ÖÏÓ£Ö

- † úÖê»Ö ú¸ü †Ö× Ö ¯ÖÖ™ü Ö ú¸ü (1996) ´Ö¸üÖšüß“Öê †¬µÖÖ¯Ö-Ö , Û¾Æü-ÖÃÖ ¯ÖÏ úÖ¿Ö-Ö ¯Öã Öê.
- ¯Ö¾ÖÖ¸ü, -ÖÖ. Ö. (2008) ´ÖÖŸÖé³ÖÖÂÖÖ ´Ö¸üÖšüß“Öê †Ö¿ÖµÖµÖãŒŸÖ †¬µÖÖ¯Ö-Ö, ×-ÖŸµÖ -ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö ¯Öã Öê.
- ·ÖÖê¿Öß, ¿ÖÖê³Ö-ÖÖ ×¾Ö. (2007) ´Ö¸üÖšüß“Öê †¬µÖÖ¯Ö-Ö , ´Öé ´ÖµÖß ¯ÖÏ úÖ¿Ö-Ö , †Öî¸Óü ÖÖ²ÖÖ¤ü
- ³ÖÖ-Ö ÖÖ¾Ö ú¸ü, ÃÖã»Ö³ÖÖ †Ö× Ö ¤üÖŸÖê , ÃÖãÂÖ´ÖÖ (2008)´ÖÖŸÖé³ÖÖÂÖÖ ´Ö¸üÖšüß“Öê †¬µÖÖ¯Ö-Ö , Ø¯Ö¯ÖôûÖ¯Öã¸êü †Ñ›ü Óú.¯ÖÛ²»Ö¿ÖÃÖÔ -ÖÖ Ö¯Öæ¸ü

- ãÓú›ü»Öê, ′Ö. ²ÖÖ. (1997) ′Ö¸üÖšüß“Öê †¬µÖÖ¯Ö-Ö , ÁÖß ×¾Öª Ö ¯ÖÏ úÖ¿Ö-Ö ¯Öã Öê.
- ¤ãü-ÖÖ Öê †. ¸ü. (2000) ′Ö¸üÖšüß“Öê †¬µÖÖ¯Ö-Ö -ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö ¯Öã Öê.
- ú¸Óü¤üß ú¸ü ÃÖã¸êü¿Ö †Ö× Ö ′ÖÓ Öº þôû ú¸ü ×′Ö-ÖÖ (2003) ′Ö¸üÖšüß †Ö¿ÖµÖ †¬µÖÖ¯Ö-Ö ¯Ö¨üŸÖß ±ú›ü êú ¯ÖÏ úÖ¿Ö-Ö, úÖê»ÆüÖ¯Öæ¸ü
- †ÖÆêü¸ü, ×′Ö-ÖÖ (2008) ′ÖÖŸÖé³ÖÖÂÖÖ ′Ö¸üÖšüß“Öê †Ö¿ÖµÖµÖãŒŸÖ †¬µÖÖ¯Ö-Ö , ×-ÖŸµÖ -ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö ¯Öã Öê.
- ÖÖê¸ü′ÖÖê›êü ú»ÖÖ (2008) ′Ö¸üÖšüß †¬µÖÖ¯Ö-Ö ¯Ö¨üŸÖß,×¾Öª Ö ¯ÖÏ úÖ¿Ö-Ö -ÖÖ Ö¯Öæ¸ü
- ·ÖÖê¿Öß.¯ÖÏ.-Ö.(2003) ÃÖã²ÖÖê¬Ö ³ÖÖÂÖÖ¿ÖÖÃ¡Ö, Ã-ÖêÆü¾Ö¬ÖÔ-Ö ¯ÖÛ²»ÖØ¿Ö Ö ÆüÖ‰úÃÖ ¯Öã Öê.
- ¯Ö¾ÖÖ¸ü ·ÖÖ ÖéŸÖß †Ö× Ö ÖÓ›üÖôû ú¸ü ×·ÖŸÖë¦ü (2014) ′Ö¸üÖšüß †Ö¿ÖµÖ µÖãŒŸÖ †¬µÖÖ¯Ö-Ö ¯Ö¨üŸÖß ³ÖÖ Ö 1 ¯ÖÏ¿ÖÖÓŸÖ ¯ÖÛ²»Ö êú¿Ö-Ö ·Öôû ÖÖ¾Ö
- ¯Ö¾ÖÖ¸ü ·ÖÖ ÖéŸÖß †Ö× Ö ÖÓ›üÖôû ú¸ü ×·ÖŸÖë¦ü (2014) ′Ö¸üÖšüß †Ö¿ÖµÖ µÖãŒŸÖ †¬µÖÖ¯Ö-Ö ¯Ö¨üŸÖß ³ÖÖ Ö 2 ¯ÖÏ¿ÖÖÓŸÖ ¯ÖÛ²»Ö êú¿Ö-Ö ·Öôû ÖÖ¾Ö

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 ifjfpr 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 izkfIr 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 izkfIr 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 vuqlU/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		
bdkbZ 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{kk] 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**
bdkbZ 2	ikB~;oLrq lao/kZu 2-1 fgUnh lkfgR; dk lkekU; ifjp;A 2-2 fgUnh x| lkfgR; dh ijEijkxr fo/kk,¡ & dgkuh] ukVd vkSj egkdkO; fgUnh x| lkfgR; dh vk/kqfud fo/kk,¡ & 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	3-1 ek/;fed Lrj ij fgUnh f'k{k.k ds y{; vkSj mn~ns';A 3-2 bdkbZ fu;kstu dk izR;;] bldk egÙo vkSj fuekZ.kfof/kA 3-3 ikB;kstuk dk ifjp;] pj.k , mi;ksx vkSj egÙo ,fØ;kUo;u 3-3 ikB;kstuk ds vkSj mudk A 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 3-5 ikB ;kstuk ds lajpukRed mikxe dk ifjp; vkSj vH;klA		

Part II			
bdkb Z 4	**fgUnh dh fofo/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] 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 i| ds lekos'k dh mi;ksfxrkA 4-4 i| 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"kklalxZ vkSj ikB~;&iqLrd fof/k;ksa dk ewY;kaduA	**10**	**16**
bdkb Z 5	**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 lUnHkZ] 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 dSlsV~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 & Vsyhfotu+] dEI;wVj vkSj fo'otky ds lgk;d midj.kksa ds :i esa iz;kxs 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 ³ÖÖÂÖÖ ¯ÖÖšü¶¯ÖãÃŸÖ ú- †ÓŸÖ ÖÔŸÖ ¾Ö ²Ö×Æü ÖÔŸÖ Öã Ö¬Ö´ÖÔ	**10**	**12**
bdkb Z 6	**Hkk"kk vf/kxe ds ewY;kadu dh izfof/k** 6-1 ewY;kadu dh ladYiuk] mn~ns'; vkSj egÙoA 6-2 lrr ,oa O;kid ewY;kadu dk lUnHkZA 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{kd ds xq.k 6-5 fo|kfFkZ;ksa ds Hkk"kk vf/kxe dk lap;ho`Ùk cukukA nSufUnuh vkSj iksVZQksfy;ks cukukA	**10**	**12**

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 lVhd ewY;kadu esa lrr ,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

lUnHkZ iqLrdsa &

• fgUnh f’k{k.k % vfHkuo vk;ke] MkW- JqfrdkUr ik.Ms;] ,fDll ifCyds’kal] nfj;kxat] ubZ fnYyh] 2010-
• fgUnh f’k{k.k] mek eaxy] vk;Z cqd 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

Aftercompletingthecoursethelearners willbeableto:

- 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	**Nature of the subject English** 1.1 Nature and scope of subject English, Place of English in Secondary and Higher Secondary School curriculum. 1.2 Objectives of teaching of English subject at secondary and higher secondary school level. 1.3 Relation of the subject English with other school subjects.Relation of the subject English with Education 1.4 Principles of Language Teaching and Language Proficiency : Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency(CALP) 1.5 English Language in the school context: An Evolutionary Perspective 1.6 Current Trends in Modern English literature in Indian context and Teaching as second language in Indian context.	**10**	**12**
Unit 2	**Instructional Planning** 2.1 Aims and objectives of Teaching English at different stages of schooling 2.2 Instructional Planning: Need and Importance 2.3 Unit and lesson plan: Need and Importance 2.4 Procedure of Unit and Lesson Planning 2.5 Planning and adapting units and lessons for children with disabilities	**10**	**16**
Unit 3	**Approaches and methods of teaching English** 3.1 Difference between an approach and a method. 3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching Approach, Bilingual, Eclectic and Constructiveapproach /Structural Approach 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. 3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing. 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	**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. 4.3Adaptations 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 toenrichvocabularyamongsecondarystudents with disabilities.
- Develop lessonplansfortheteachingofproseandpoetry.
- Criticallyanalyzeanyonepoemoressayofawell knownpoetorwriter.

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.
- Francoise 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 3.4Project Method, Heuristic Method, Experimental method and Laboratory method 3.5Concept-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. 4.2Process approach, Direct Experience Approach, Inductive-Deductive Approach,	**10**	**16**

	4.3 Constructivist Approach and its Use in Teaching Science 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 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		
Unit 5	**Learning Resources with reference to Children with Disabilities for Teaching Science** 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) 5.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance With Reference To Children with Disabilities 5.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipment With Reference To Children with Disabilities 5.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining 5.5 Museum, Botanical and Zoological Garden: Role in Teaching	**10**	**12**
Unit 6	**Evaluation** 6.1 Evaluation-Concept, Nature and Need, 6.2Norm Referenced & Criterion Referenced Evaluation, Comprehensiveand Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment, 6.3 Tools and Techniques for Formative and Summative Assessments 6.4 Preparation of Diagnostic Test and Achievement Test 6.5 Adaptations of Evaluation Procedure With Reference To Children with Disabilities	**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.
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- 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

- ¤üÖ Öê, Æêü′ÖÓŸÖ (2007). ×¾Ö–ÖÖ-Ö : †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. -ÖÖ Ö¯Öæ¸ü : Ø¯Ö¯Öôû Ö¯Öã¸êü †ò ›ü Óú. ¯ÖÛ²»Ö¿ÖÃÖÔ.
- ¯ÖÖ™üß»Ö, ÖÖî¸üß ×¾Ö·ÖµÖ (2014). ×¾Ö–ÖÖ-Ö : †Ö¿ÖµÖµÖãŒŸÖ †¬µÖµÖ-Ö ¯Ö¬¤üŸÖß. ·Öôû ÖÖ¾Ö : ¯ÖÏ¿ÖÖÓŸÖ ¯ÖÛ²»Ö êú¿Ö-ÃÖ.
- ‘ÖÖê¸ü′ÖÖê›êü, êú.µÖã. (2007). ³ÖÖî×ŸÖ ú¿ÖÖÃ¡Ö †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. -ÖÖ Ö¯Öæ¸ü : ÁÖß ′ÖÓ Öê¿Ö ¯ÖÏ úÖ¿Ö-Ö.
- ‘ÖÖê¸ü′ÖÖê›êü, êú.µÖã. (2007). ¸üÃÖÖµÖ-Ö¿ÖÖÃ¡Ö †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. -ÖÖ Ö¯Öæ¸ü : ÁÖß ′ÖÓ Öê¿Ö ¯ÖÏ úÖ¿Ö-Ö.
- ‘ÖÖê¸ü′ÖÖê›êü, êú.µÖã. (2007). ·Öß¾Ö¿ÖÖÃ¡Ö †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. -ÖÖ Ö¯Öæ¸ü : ÁÖß ′ÖÓ Öê¿Ö ¯ÖÏ úÖ¿Ö-Ö.
- ²ÖÖê¸üÃÖê, “ÖÓ¦ü úÖÓŸÖ (2006). ×¾Ö–ÖÖ-Ö †Ö¿ÖµÖµÖãŒŸÖ †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß ¾Ö †¬µÖÖ¯Ö-Ö ¿ÖÖÃ¡ÖßµÖ ×¾Ö¿»ÖêÂÖ Ö. †Ö.2. -ÖÖ×¿Ö ú : -ÖêÆüÖ ¯ÖÏ úÖ¿Ö-Ö.

- Æü úß′Ö, ¯ÖÏ³ÖÖ ú¸ü¸üÖ¾Ö -Öê×′Ö¤üÖÃÖ (1997). ×¾Ö–ÖÖ-Ö : ×¾ÖÂÖµÖ–ÖÖ-Ö ¾Ö †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. ¯Öã Öê : -ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- ú¤ü′Ö, "ÖÖ¹ý¤ü¢Ö ¯Ö¸ü¿Öã¸üÖ′Ö †Ö× Ö ²ÖÖë¤üÖ›ìü, îú»ÖÖÃÖ ′ÖãŒŸÖ× Ö¸üß (1998). ¿ÖÖÃ¡Ö †Ö¿ÖµÖµÖãŒŸÖ †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. †Ö.3. ¯Öã Öê : -ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- Æü ú′Öß, ¯ÖÏ³ÖÖ ú¸ü (1996). ×¾Ö–ÖÖ-ÖÖ"Öê †¬µÖÖ¯Ö-Ö. ¯Öã Öê : -ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- Gupta, S. K. (1983). Technology of Science Education, Delhi: Vikas Publishing House Pvt. Ltd.
- 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.
- Rao, V.K. (2004). Science Education, APH Publishing Corpn. New Delhi

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, Aryabhatta, 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, Advantag 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	**Strategies for Learning and Teaching Mathematics** 4.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts. 4.2 Learning By Exposition: Advanced Organizer Model 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 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	**10**	**16**
Unit 5	**Teaching-Learning Resources in Mathematics for studentsith Disabilities** 5.1 Charts and Pictures, Models, Concrete Materials, Calculators, Computers, Smart Boards for Children With Disabilities 5.2 Weighing and Measuring Instruments, Drawing Instruments, Surveying Instruments With Reference to Children With Disabilities 5.3 Mathematics Laboratory- Concept, Need, And Equipment for Setting Up A Mathematics Laboratory 5.4 Bulletin Boards and Mathematics Club, Abacus, Cessionaries Rods, Fractional Discs, Napier Strips. 5.5 Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities	**10**	**12**
Unit 6	**Assessment and Evaluation for Mathematics Learning** 6.1 Assessment And Evaluation-Concept, Importance and Purpose 6.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures. 6.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics and Comprehensive And Continuous Evaluation in Mathematics 6.4 Preparation of Diagnostic and Achievement Test 6.5 Adaptations in Evaluation Procedure for Students With Disabilities	**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

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- Chambers, P. (2010).Teaching Mathematics, New Delhi: Sage Publication South Asia.
- Chapman, L. R. (1970). The Process of Learning Mathematics, New York: Pregamon Press.
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- Shankaran & Gupta, H. N. (1984). Content-Cum-Methodology of Teaching Mathematics, New Delhi: NCERT.
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- ¬ÖÖÓ›êü, Ø¯Ö Ö»ÖÖ ‹“Ö. (2014). Ö× ÖŸÖ †Ö¿ÖµÖµÖãŒŸÖ †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. †Ö.2, ·Öôû ÖÖÓ¾Ö : ¯ÖÏ¿ÖÖÓŸÖ ¯ÖÛ²»Ö êú¿Ö-ÃÖ.
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- ¯ÖÖë Öê, ¤ü.²ÖÖ. †Ö× Ö ´Ö ÖßÖ·ÖÖ, ÃÖÓµÖÖê Ö»ÖŸÖÖ (2001). Ö× ÖŸÖÖ“Öê †¬µÖÖ¯Ö-Ö. ¯Öã Öê : -ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
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PEDAGOGY OF TEACHING HISTORY

Course Code : 104 Credits : 04

Contact Hours : 60 Marks : 100

Objectives

Aftercompletingthecoursethelearners willbeableto:

- 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 5.3Assessment: 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:

- ÃÖÖê-Ö¾Ö Öê, ÃÖÓ³ÖÖ·Öß (2010). ‡×ŸÖÆüÖÃÖÖ“Öê †¬µÖÖ¯Ö-Ö. ¯Öã Öê : ×-ÖŸµÖ-ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- ¾Öß¸ü ú¸ü, ¯ÖÏ×ŸÖ³ÖÖ (2009). '‡×ŸÖÆüÖÃÖ' †¬µÖÖ¯Ö-ÖÖ“Öê ×¿Ö Ö Ö. ¯Öã Öê : ¯Öã Öê ×¾Öª£Öá ÖéÆü ¯ÖÏ úÖ¿Ö-Ö.
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- ¯ÖÖ™üß»Ö, †Öê•ÖÛÃ¾Ö-Öß (2007). -ÖÖ Ö×¸ü ú¿ÖÖÃ¡Ö †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. -ÖÖ Ö¯Öæ¸ü : ×¾Öª Ö ¯ÖÏ úÖ¿Ö-Ö.
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- ¤ãü-ÖÖ Öê, †¸üØ¾Ö¤ü (2007). ‡×ŸÖÆüÖÃÖ ×¾ÖÂÖµÖ–ÖÖ-Ö ¾Ö ¯ÖÖšü ×-ÖµÖÖê•Ö-Ö. ¯Öã Öê : ×-ÖŸµÖ-ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
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- ú¸Óü¤üß ú¸ü, ÃÖã¸êü¿Ö †Ö× Ö ′ÖÓ Ö¹ýôû ú¸ü, ′Öß-ÖÖ (2004). ‡×ŸÖÆüÖÃÖ †Ö¿ÖµÖ †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. úÖê»ÆüÖ¯Öæ¸ü : ±ú›ü êú ¯ÖÏ úÖ¿Ö-Ö.
- ¤êü¿Ö¯ÖÖÓ›êü, Ã¾ÖÖŸÖß ¿ÖÖ′Ö (2007). ‡×ŸÖÆüÖÃÖ †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. -ÖÖ Ö¯Öæ¸ü : ×¾Öª Ö ¯ÖÏ úÖ¿Ö-Ö.
- ×ŸÖ¾ÖÖ¸üß, ÃÖßŸÖÖ¸üÖ′Ö ′Ö Ö-Öß¸üÖ′Ö (1984). ‡×ŸÖÆüÖÃÖ ×¾ÖÂÖµÖ-†Ö¿ÖµÖ¾Öé¬¤üß. ¯Öã Öê : ¾Öê¤ü¾ÖŸÖß ¯ÖÏ úÖ¿Ö-Ö.
- ¤ãü-ÖÖ Öê, †¸üØ¾Ö¤ü (2000). ‡×ŸÖÆüÖÃÖÖ“Öê †¬µÖÖ¯Ö-Ö. ¯Öã Öê : -ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- Aggarwal. J.C (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- Aggarwal. J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.
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- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- George Alex M. & Manad Amman(2009) Teaching Social Science in Schools : NCERT'S New Textbook Initiative
- Mangal S.K. (2004) Teaching of Social Science, Arya Book Depot, Delhi
- Mangal, Uma (2005) Samajik Shikshan, Arya Book Depot, New Delhi.
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- Sharma, R. N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh,Y. K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
- 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

Aftercompletingthecoursethelearners willbeableto:

- 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** 3.1Curricular approaches: a)Coordination b)Correlational c) Concentric d) Spiral e) Integrated f) Regressive 3.2Maxims of teaching Geography 3.3Methods of teaching Geography: Lecture, discussion, socializedrecitation, 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**

Unit 5	**Evaluation of learning in Geography** 5.1 Purpose of evaluation in Geography 5.2Techniques 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	**10**	**12**
Unit 6	**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	**10**	**12**

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:

- ¾Öß,ü ú,ü, ¯ÖÏ×ŸÖ³ÖÖ (2009). '³Öæ ÖÖê»Ö' †¬µÖÖ¯Ö-ÖÖ“Öê ×¿Ö Ö Ö. ¯Öã Öê : ¯Öã Öê ×¾Ö²Ö£Öá ÖéÆü ¯ÖÏ úÖ¿Ö-Ö.
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- “ÖÖî¬Ö,üß, ¾ÖÓ¤ü-ÖÖ ÃÖ×ŸÖÂÖ (2014). ³Öæ ÖÖê»Ö : †Ö¿ÖµÖµÖãŒŸÖ †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß ³ÖÖ Ö -2. •Öôû ÖÖÓ¾Ö : ¯ÖÏ¿ÖÖÓŸÖ ¯ÖÛ²»Ö êú¿Ö-ÃÖ.
- Ø¿Ö¤êü, ›üß.²Öß. †Ö× Ö ¯ÖÖ™üß»Ö, ²Öß.‹´Ö. (2007). ³Öæ ÖÖê»Ö †Ö¿ÖµÖ †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. †Ö.2. úÖê»ÆüÖ¯Öæ,ü: ±ú›ü êú ¯ÖÏ úÖ¿Ö-Ö.

- “Ö¾ÆüÖ Ö, -ÖæŸÖ-Ö ²Öß. (2007). ³Öæ ÖÖê»Ö †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. -ÖÖ Ö¯Öæ¸ü : Ø¯Ö¯ÖôûÖ¯Öã¸êü †ò ›ü Óú. ¯ÖÛ²»Ö¿ÖÃÖÔ.
- ÖÖê¸êü, ÃÖã ÖÏß¾Ö †Ö× Ö ^»Ö³Ö ÖŸÖ, “ÖÓ¦ü úÖÓŸÖ (2009). ³Öæ ÖÖê»Ö †Ö¿ÖµÖµÖãŒŸÖ †¬µÖÖ¯Ö-Ö. ¯Öã Öê : ×-ÖŸµÖ-ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- ·ÖÖ¬Ö¾Ö, ‹´Ö.†Ö¸ü. (2005). ³Öæ ÖÖê»Ö †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß : ‹ ú ¥üÛÂ™ü Öê¯Ö. úÖê»ÆüÖ¯Öæ¸ü : “ÖíŸÖ-µÖ ¯ÖÏ úÖ¿Ö-Ö.
- ·ÖÖ¬Ö¾Ö, êú. êú. †Ö× Ö úÖ¯Ö›ü ÖßÃÖ, ‹-Ö.†Ö¸ü. (2005). ³Öæ ÖÖê»Ö †Ö¿ÖµÖµÖãŒŸÖ †¬µÖÖ¯Ö-Ö ¯Ö¬¤üŸÖß. †Ö.2. -ÖÖ×¿Ö ú: ´Ö-Ö ¯ÖÏ úÖ¿Ö-Ö.
- ÃÖÖÓ Öôêû, ¿Öî»Ö·ÖÖ (1996). ¥üÂ™üß Öê¯ÖÖŸÖ ²Öß.†ê›Ëü. Ã¯Öê¿Ö»Ö ´Öê£Ö›ü ³Öæ ÖÖê»Ö. ¯Öã Öê : -ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
- ¯ÖÖë Öê, ¤ü.²ÖÖ. (1998). ³Öæ ÖÖê»ÖÖŸÖß»Ö ¯ÖÖšüµÖÖÓ¿Ö-¯Ö¬¤üŸÖß ‹ úÖŸ´ÖŸÖÖ. ¯Öã Öê: -ÖæŸÖ-Ö ¯ÖÏ úÖ¿Ö-Ö.
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- Aggarwal, D.D (2000) Methods of Teaching Geography, Sarup & Sons, New Delhi
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- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
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- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- George Alex M. & Manad Amman(2009) Teaching Social Science in Schools : NCERT'S New Textbook Initiative
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- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
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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 5.5 Engaging Gifted Children	**10**	**12**
Unit 3	**Inclusive Academic Instructions Supports and Collaborations** 3.1Universal 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 & ProductPeer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies 3.3ICT for Instructions 3.4Stakeholders of Inclusive Education & Their Responsibilities , ommunity Involvement for Inclusion 3.5Advocacy & 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.
- Chaote, J. S. (1991). Successful Mainstreaming.Allyn and Bacon
- Choate, J. S. (1997).Successful Inclusive Teaching. Allyn and Bacon
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- Dessent, T. (1987).Making Ordinary School Special. Jessica Kingsley Pub.
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- Lewis, R. B. &Doorlag, D. (1995) Teaching Special Students in the Mainstream.4th Ed. New Jersey: Pearson
- McCormick, Sandra.(1999)Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
- Rayner, S. (2007).Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. &Alper, S. (1996) Curriculum content for Students with Moderate and SevereDisabilities in Inclusive Setting.Boston, Allyn and Bacon
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- Stow L. &Selfe, L. (1989) Understanding Children with Special Needs. London: Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed.New Jersey: Prentice-Hall.Inc.
- Vlachou D. A. (1997) Struggles for Inclusive Education: An ethnographic study. Philadelphia: Open University Press
- Westwood P. (2006) Commonsense Methods for Children with Special Educational Needs-Strategies for the Regular Classroom.4th Edition, London 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	**Hearing Impairment: Nature & ClassificationandImpact of hearing loss** 1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) &Dual sensory impairment (Deaf-blindness) 1.2 Importance of hearingProcess of hearing & its impediment leading to different types of hearing loss 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 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 earlyIntervention 1.5 Communication options, preferences & facilitators of individuals with hearing loss , Issues & measures in literacy development and scholastic achievement of students with hearing loss 1.6 Restoring techniques using human (interpreter) & technological support (hearing devices)	**10**	**16**
Unit 2	**Visual Impairment--Nature and AssessmentAND Educational Implications of Visual Impairment** 2.1.Process of Seeing and Common Eye Disorders in India; 2.2. Blindness and Low Vision--Definition and Classification; demographic Information--NSSO and Census 2011; 2.3. Effects of Blindness--Primary and Secondary, Importance of Early Identification and Intervention; Functional Assessment Procedures, Selective Educational Placement; 2.4 Teaching Principles;Expanded Core Curriculum--Concept and Areas; 2.5 Commonly Used Low Cost And Advanced Assistive Devices	**10**	**12**

Unit 3	**Deaf-blindness** 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	**10**	**12**

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- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton
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- Martin, F. N. Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education. OR
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National institute for the Visually Handicapped.(2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A. & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon. OR
- Nerbonne, M. A. & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L. & Downs, M. P. (2002). Hearing in Children. (5th Ed.) Philadelphia:
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- Sims, L. G., Walter, G. G., & Whitehead, R. L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D. H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press

Suggested Readings:

- Auditory-Verbal International (1991). Auditory-verbal position statement. Auricle 4:11-12
- Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rd Eds). Norwood, MA: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). Handbook of Clinical Audiology. (4th Ed.) Baltimore: Williams and Wilkins
- Loreman.T, Deppeler.J & Harvey.D (2005). Inclusive education - A practical guide to supporting diversity in the classroom.(2nd Eds.). U.K. Routledge
- Norris G, Haring & Romer L.T (1995). Welcoming Students who are deafblind to typical classrooms.U.S : Paul H Brookes
- Pandey, R. S. & Advani, L. (1995).Perspectives in disability and rehabilitation. New Delhi: Vikas Publishing house Pvt. Ltd.
- Proceedings from National Conference on Centenary for Work for the Blind in India (1987); All India Confederation of the Blind and Christoffel Blinden Mission; Delhi:R.K.Printers
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth. New York: American Foundation for the blind.
- Tucker, I. & Nolan, M. (1984).Educational Audiology. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention plans for children. In Tye-Murray N. (Eds) Foundations of aural rehabilitation. San Diego: Singular. P381–413.

INTRODUCTIONTONEURODEVELOPMENTAL DISABILITIES

CourseCode : 107 Credits : 02

Contact Hours : 30 Marks : 50

Objectives

Aftercompletingthecoursethelearners willbeableto:

- Discuss the characteristics and types of learning disability.
- Describe the tools, areas of assessment and apply intervention strategies to enhance learning
- Explain the characteristics and types of Intellectual disability.
- Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living
- Explain the characteristics and types of Autism spectrum Disorder
- Describe the tools, areas of assessment and apply intervention strategies

INTRODUCTIONTONEURODEVELOPMENTAL DISABILITIES			
Unit No.	**Content**	**Hours**	**Marks**
Unit 1	**Learning Disability: Nature, needs and intervention** 1.1 Definition, Types and Characteristics 1.2 Tools and Areas of assessment 1.3 Strategies for reading, writing and maths 1.4 Curricular adaptation, IEP, Further Education, 1.5 Transition Education, life long education	**10**	**16**
Unit 2	**Intellectual Disability: Nature, needs and intervention** 2.1 Definition, Types and Characteristics 2.2 Tools and Areas of assessment 2.3 Strategies for functional academics and social skills 2.4 Assistive devices, Adaptations, Individualized Education Plan,Person centered plan, Life skill education 2.5 Vocational training and independent living	**10**	**12**
Unit 3	**Autism Spectrum Disorder: Nature, needs and intervention** 3.1 Definition, Types and Characteristics 3.2 Tools and Areas of assessment 3.3 Instructional Approaches 3.4 Teaching Methods 3.5 Vocational training and career opportunities	**10**	**12**

CourseWork/Practical/FieldEngagement

- Develop an Assessment tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

SuggestedReadings:

- Accardo,P.J., Magnusen,C., and Capute,A.J Autism: Clinical and Research Issues. York Press, Baltimore, 2000
- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC. 2000
- Bala, M.J : Methods of Teaching Exceptional Children, 2004
- Browning , R, E: Teaching Students with Behaviour and Serve Emotional Problems, Jampala, M, B: Methods of Teaching Exceptional Children, 2004
- 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
- Reddy G.L. & Rama, R: Education of children with special needs, New Delhi - Discovery Pub. 2000
- Simpson, R. L, Myles, B, S: Educating children and youth with autism: strategies for effective practice. (2nd edition) Pro Ed. Texas, 2008
- 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
- Wong. B, Y, L: .The ABCs of Learning Disabilities, 1996.

AREA - C

DISABILITY SPECIALIZATION COURSES

Learning Disability

108	Assessment and Identification of Needs
109	Intervention and Teaching Strategies

ASSESSMENT AND IDENTIFICATION 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

- Comprehend the concept, the history, causes and manifestations of LearningDisability.
- Describe and differentiate among different types of Learning Disability.
- Understand the assessment and the assessment procedures for Learning Disability diagnosis.
- Explain the domains and tools for assessment.

ASSESSMENT AND IDENTIFICATION OF NEEDS			
Unit No.	**Content**	**Hours**	**Marks**
PART I			
Unit 1	**Introduction to Learning Disability (LD)** 1.1 LD: Definition and concept 1.2 History of LD 1.3 Etiology of LD- medical and social 1.4 Co-morbidity with LD – ADHD 1.5 LD across the life span	**10**	**12**
Unit 2	**Types of LD** 2.1 Specific LD in Reading 2.2 Specific LD in Writing 2.3 Specific LD in Mathematics 2.4 Dyspraxia 2.5 Non-verbal LD	**10**	**16**
Unit 3	**Assessment of LD** 3.1 Concept of screening and identification 3.2 Identification criteria – DSM 5 3.3 Differential diagnosis 3.4 Assessment tools – standardized (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs 3.5 Portfolios, checklists, rating scales, anecdotal records, observation schedules	**10**	**12**
PART II			
Unit 4	**Domains of Assessment** 4.1 Motor 4.2 Perceptual 4.3 Cognitive 4.4 Social-Emotional 4.5 Language	**10**	**12**

Unit 5	**Assessment of Curricular Areas** 5.1 Readiness skills 5.2 Reading 5.3 Spelling 5.4 Writing 5.5 Mathematics	**10**	**12**
Unit 6	**Educational assessment and identification of needs** 6.1 Educational assessment: Concept and scope 6.2 Factors affecting educational performance: individual, family & environment 6.3 Types of Assessment: Norm referenced & Criterion Referenced test, Comprehensive & Continuous assessment, Summative & Formative, Formal & Informal, conventional & alternate, Performance based & curriculum based 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). 6.5 Current trends and challenges in assessment: Independent, dual purpose & constructivist perspective & adaptations	**10**	**16**

Course work/Practical/Field Engagement

- Presentation of case study of children Learning Disabilities. (Any Two)
- Discussions, demonstration of the process of arriving at differential diagnosis.
- Development of Teacher Made Tests for assessment.
- Development of TMTs. to assess various domains and curricular areas
- Evaluation of theTMTs developed by peers
- Diagnosing the case based on case profiles
- Compiling checklists (at least two) to identify Learning Disability in children
- Compile various tools used for educational assessment of children.

Essential Readings

- Bender, W. N. (1995).Identification and Teaching Strategies Learning Disabilities,
- characteristics, identification and coaching categories. Allyn Bacon, New York.
- Lerner, J. W. (2000). Learning Disabilities: Houghton Mifflin

Suggested Readings

- Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice. Sage Publications, New Delhi.
- Kapur, M., John, A., Rozario, J., & Oommen, A. (2002). NIMHANS Index of Specific Learning Disabilities, NIMHANS, Bangalore.
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India willing the mind to Learn. Sage, New Delhi.
- Lee. S H., Harris Karen R., & Graham, S. (2003). Handbook of Learning Disabilities.The Guilford Press, New York.
- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.
- Reddy L. G., Ramaa, R., & Kusuma, A. (2000).Learning Disabilities: a practical Guide to Practitioners. Discovery Publishers, New Delhi.

- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

INTERVENTION AND TEACHING STRATEGIES

Course code : 109 **Credits : 04**

Contact Hours : 60 **Marks : 100**

Introduction:

This course will provide insight into the conceptual framework of the area of interventions and strategies. It will familiarize the student-teachers with the approaches and tools of assessment and seeks to develop an understanding of how interventions in the areas affected can be instrumental in enhancing performance. The course will prepare the student-teachers in helping children with learning disabilities by developing appropriate strategies and intervention plans for them. This will prepare them to work with students in clinical as well as classroom set-ups and arm them with programmes for assessment, goal setting, reviewing and reporting the success of the intervention targets.

Objectives:

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

- *Explain the purpose and define the principles of educational intervention.*
- *Discuss the various Teaching Strategies across the curricular hierarchies.*
- *Link the teaching Strategies to the curricular areas.*
- *Provide specific strategies for core and collateral curriculum.*
- *Plan Programme for skill, process and curricular deficits.*

Unit No	Content	Hours	Marks
	PART 1		
Unit 1	**Unit 1: Conceptual Framework of Educational Interventions** 1.1 Definition, purpose, scope and principles of educational intervention 1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching) 1.3 Steps of intervention 1.4 Cascade of services and Response to Intervention 1.5 Issues and ethics in educational intervention	**10**	**12**
Unit 2	**Unit 2: Educational Interventions for Processing Deficit** 2.1 Attention 2.2 Perception 2.3 Memory 2.4 Thinking 2.5 Meta-cognition	**10**	**16**
Unit 3	**Reading and Writing Interventions** 3.1 Principles of intervention in reading and writing 3.2 Strategies for developing word recognition skills, fluency and comprehension 3.3 Strategies for developing handwriting, spelling and written expression RCI B.Ed.Spl.Ed. Curriculum Page 160 15 May 2015 3.4 Strategies for Reading and writing across the curriculum 3.5 Strategies for differentiation and inclusion in the classroom	**10**	**12**
	PART II		

Unit 4	**Interventions for Mathematics** 4.1 Principles for interventions in mathematics 4.2 Strategies for developing mathematical concepts 4.3 Strategies for developing computation, automaticity [timed tasks] and application 4.4 Strategies for problem solving 4.5 Accommodations [Calculators, Computers] in the mainstream classroom	**10**	**16**
Unit 5	**Unit 5: Intervention in Life Skills** 5.1 Strategies for developing of Social skills 5.2 Strategies for developing Study skills 5.3 Strategies for self-assessment and advocacy 5.4 Strategies for soft skills [presenting self, time management, decision making] 5.5 Preparation for Independent Living; Career Planning, leisure and recreation	**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**

Course work/Practical/ / Field Engagement

• Prepare an educational intervention plan\tool for a given process
• Prepare an educational intervention plan\tool for a given skill
• Plan a parental meet to discuss the intervention goal.
• Collaborate with a specific subject teacher to set an intervention goal
• Conduct a workshop for mainstream teachers on educational interventions/classroom Strategies

Essential Readings

• Karten, T, J. (2007). More Inclusion Strategies that work- aligning student strength with standards. Corwin Press, CA.
• Lerner, J. W. (2011). Learning Disabilities. Houghton Mifflin Brookes, Boston.

Suggested Readings

• Bird, R. (2013). The Dyscalculia Toolkit: Supporting Learning Difficulties in Maths.Sage, Los Angeles.
• Cummings, C. (2000). Winning Strategies for Classroom Management Teaching.Book News, Inc., Portland.
• Das, J. P. (2009). Reading difficulties and dyslexia: An interpretation for teachers.Sage Publications, New Delhi.
• Forster, C., Grant, J., Hollas, B., Pittet, J., Shaffer, J., & O'Donnell, M.A.R. (2002).Differentiated Instruction: Different Strategies for Different Learners, 1st edition.Staff Development for Educators, Div highlights for Children
• Geoff, H. (2007). Dyspraxia. (2nd ed). Continuum International publishing Group, Baltimore.
• Harwell, J. M., & Jackson, R, W. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students withLearning Disabilities. Jossey Bass Inc, San Francisco.
• Lee. S H., Harris K, R., & Graham, S. (2003). Handbook of Learning Disabilities.The Guilford Press, New York.
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Corwin Press, CA.• Mather, N., & Goldstein, S. (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management, Brookes Publishing Company,Baltimore.
• Narayan, J. (2002). Educating children with learning problems in the primary school.NIMH, Secunderabad.
• Pandey J., & Thapa K. (2008). Perspectives on learning disabilities in India: Currentpractices and prospects. Sage Publications, New Delhi.
• Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Vifa Publication, Secunderabad.
• Reddy G.L., & Rama R. (2000). Education of children with special needs. Discovery Publication, New Delhi.
• Reddy L. G., Ramaa R., & Kusuma, A. (2000) Learning Disabilities: a practicalGuide to Practitioners. Discovery Publishers, New Delhi.
• Tomlinson, C, A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD, Alexandria.
• Venkateswanshu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

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 2.5Social 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)** 4.1Prenatal 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:

- ãú»Ö ú Öá, êú.×¾Ö. (2007). ¿Öî Ö× Ö ú ´ÖÖ-ÖÃÖ¿ÖÖÃ¡Ö. †Ö.9. ¯Öã Öê:ÁÖß×¾Ö²Ö ¯ÖÏ úÖ¿Ö-Ö.
- ´ÖÖê¸êü, »ÖŸÖÖ ÃÖã³ÖÖÂÖ (2010). ×¿Ö Ö ÖÖ“Öê ´ÖÖ-ÖÃÖ¿ÖÖÃ¡ÖßµÖ †×¬ÖÂšüÖ-Ö. -ÖÖ Ö¯Öæ¸ü : Ø¯Ö¯ÖôûÖ¯Öã¸êü †ò ›ü Óú. ¯ÖÛ²»Ö¿ÖÃÖÔ.
- ²Ö¸ü ú»Öê, ¸üÖ´Ö¤üÖÃÖ †Ö× Ö ×¯Ö“Ö›ü, -Ö×»Ö-Öß (2010). ¿Öî Ö× Ö ú ´ÖÖ-ÖÃÖ¿ÖÖÃ¡Ö. -ÖÖ×¿Ö ú : ‡-ÖÃÖÖ‡Ô™ü ¯ÖÛ²»Ö êú¿Ö-ÃÖ.
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- 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** 3.1 Multiple Disabilities: Meaning and Classifications 3.2Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor an Sensory Conditions, 3.3 Other Disabling Conditions Such As Leprosy Cured Students, Tuberous 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 3.5Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology	**10**	**16**

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 1.4Sensitive 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**
Unit2	**Early Education of Children with Disabilities** 2.1Young 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, 3.4Collaborating 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 5creative teaching learningmaterials 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 Chilhood 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 Earcly 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** 3.1Differential 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/lR/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	**Information Communication Technology (ICT) and Special Education** 1.1Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'; 1.2Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers) 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy 1.4 Three as of ICT Application—Access, Availability, Affordability 1.5Overview of WCAG (Web Content Access Guidelines)	**10**	**12**
Unit 2	**Using Media and Computers** 2.1Media: Radio and Audio Media- Script Writing, Storytelling, Songs, Etc., Television and Video in Education, Importance of Newspaper in Education 2.2Computers: Functional Knowledge Of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications For Access To Print 2.3Computer 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, 2.4 Computer-Aided Learning: Application Of Multimedia In Teaching And Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning 2.5E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities	**10**	**16**

Unit 3	**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.	**10**	**12**

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	**Human Right-based Approach& DisabilityHuman Rights-Based Approach : Concept and History** 1.1 Principles of Human Rights-Based Approach - Equality and Non-Discrimination - Universality & Inalienability - Participation and Inclusion - Accountability and Rule of Law 1.2 Elements of Human Rights System - Legal Framework - Institutions - Development Policies & Programs - Public Awareness - Civil Society 1.3 Advantage of Human Rights-Based Approach 1.4 Implications for Disability - Empowerment - Enforceability - Indivisibility - Participation	**10**	**16**
Unit 2	**Gender and Disability** 2.1 Sex &Gender: Concept & Difference 2.2 Impairment &Disability: Concept & Difference 2.3 Gendered Experience of Disability - Public Domain: School and Outside School - Private and Familial Domain - Normalization and Social Role Valorisation 2.4 Gender and Disability Analysis: Techniques and Strategies 2.5 Psyche and Gender: Implications for Teaching	**10**	**12**
Unit 3	**Women and Girl Child with Disability**3.1Inclusive Equality - Access to Family Life - Access to Education, Vocational Training and Employment - Access to Political Participation 3.2 Factors Contributing To Disability - Gender-Based Violence in School and Within Family - Traditional Practices 3.3 Sexual and Reproductive Health 3.4 Teacher's Role in Promoting Gender Equality 3.5 Gender Critique of Legislation, Government Policy and Schemes	**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. Rutger 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 Drobnic, 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
- Beeghley, L. (1999) Angles of Vision: How to Understand Social Problems, West View Press

204 :Skill based Optional Course (Disability Specialization)

MANAGEMENT OF LEARNING DISABILITY

Course code	**:**	**204**	**Credits**	**:**	**02**
Contact Hours	**:**	**60**	**Marks**	**:**	**50**

Objectives

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

• *Explain the concept, causes and characteristics of learning disabilities.*
• *Discus different types of learning disabilities and its associated conditions.*
• *Develop teacher made assessment test in curricular areas.*
• *Plan appropriate teaching strategies as per the specific needs of children with learning disability.*

Unit No.	Content	Hours	Marks
Unit 1	**Learning Disabilities: Types** 1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia. 1.2 Non-verbal learning disabilities 1.3 Language Disorders 1.4 Associated Conditions: ADHD & ADD 1.5 Emotional & Behavioral problems.	**10**	**16**
Unit 2	**Assessment of Basic Curricular Skills** 2.1 Assessment of Readiness Skills 2.2 Assessment of Reading, Writing and Math skills 2.3 Teacher made test 2.4 Standardized Tests: Need, Types & Purpose 2.5 Interpretation of Test report	**10**	**12**
Unit 3	**Intervention Strategies in Basic Skills of Learning** 3.1 Language skills 3.2 Reading 3.3 Writing 3.4 Maths skills 3.5. Study skills	**10**	**12**

Course Work/ Practical/ Field Engagement

• Prepare of checklist for screening LD

• Develop teacher made assessment test in any one curricular area for a given child

• Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

Essential Readings

• Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey.

• Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton, New York.

• Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston.

Suggested Readings

• Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface.Pearson. New Jersey

• Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. The Guilford Press, New York

• Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell, Malden.

• Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia: a guide for the workplace.John Wiley & Sons, Ltd., London.

• Gribben, M. (2012). The study skills toolkit for students with dyslexia. Sage Publication, London.

• Karanth, P., & Rozario, J. (2003). Learning disabilities in India: willing the mind tolearn. Sage Publication, New Delhi.

• Martin, L, C.(2009). Strategies for teaching students with learning disabilities. .Corwin Press, California.

• McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link).Paul H. Brookes, Baltimore.

• Shula, C. (2000). Understanding children with language problems. Cambridge, New York.

• Prakash, P. (2008). Education of exceptional children: challenges and stratrgies.Kanishka publishers, New Delhi.

• Reddy, G. L., & Ramar, R. (2000). Education of children with special needs.Discovery Pub., New Delhi.

• Thapa, K. (2008). Perspectives on learning disabilities in India. (Current practices and prospects). Sage Publication, Los Angeles.

• Trusdell, M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : aparent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities.Maryland, York Press.

• Wong, B., & Butler, D. L. (2012). Learning about learning disabilities.Elsevier
Academic Press, Amsterdam.

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 hearing impairment. 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
- ***Describe the principles, types, and areas of curriculum.***
- ***Acquire knowledge about learning hierarchies to help planning.***
- ***Discuss the different instructional planning and its use.***
- ***Demonstrate skills in applying different adaptations for inclusive education.***
- ***Make effective use of different forms of evaluation***

Unit No.	Content	Hours	Marks
	PART I		
Unit 1	**Curriculum Design** 1.1 Curriculum design– Concept, Definition and Principles 1.2 Principles of Inclusive Curriculum 1.2 Types of curriculum– Core, Collateral, Support, Hidden 1.3 Universal design of learning for curriculum development 1.4 NCF 1.5 Curriculum Design and Development: Subject centred, learner centred (CWLD), Learning centred	**10**	**12**
Unit 2	**Curriculum Hierarchies** 2.1 Reading (English and any Regional language) 2.2 Writing 2.3 Mathematics 2.4 Science 2.5 Social studies	**10**	**12**

Unit 3	**Instructional Planning** 3.1 Models of instructional planning – ADDIE 3.2 Taxonomies of learning – Cognitive (Bloom's and Anderson), Psychomotor & Affective RCI B.Ed.Spl.Ed. Curriculum Page 157 15 May 2015 3.3 Elements of lesson plan - 5 E plan 3.4 Models of teaching - CAM, 3.5 Pyramid plan	**10**	**16**
	PART II		
Unit 4	**Adaptation, Modification, Accommodation** 4.1 Definition and concept of adaptation, modification, accommodation 4.2 Principles and steps of adaptation 4.3 Differentiated instruction 4.4 IEP 4.5 Classroom management – cooperative, collaborative, arrangement	**10**	**16**
Unit 5	**Assessment & Evaluation** 5.1 Assessment& Evaluation- Concept, definition, scope 5.2 Types of Assessment- Alternative, Authentic, Performance based, Subject based portfolio 5.3 Evaluation – Formative, Summative, CCE 5.4 Development of question paper (table of specifications) 5.5 Tools of evaluation- Rubrics grading, marking schemes	**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**

CourseWork/ Practical/ Field Engagement

• Adapt a lessonaccording to the needs of the identified student/class
• Plan a differentiated lesson for a given class
• Evaluate a textbook to develop a rubricas an evaluation tool
• Prepare a blueprint
• Prepare a portfolio

Essential Readings

• Cook, R. E., Tessier, A., & Armbruster, V. B. (1987). Adapting early childhood curricula for children with special needs. (2nd ed.). Merrill Publisher, Columbus.
• Glazzard, P. (1982). Learning activities and teaching ideas for the special child in the regular classroom. Prentice-Hall, New Jersey.
• Joyce, S. C. (2003). Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs. Pearson, London.
• Joyce, S. C. et al., (1987).Assessing and programming basic curriculum skills. Allyn & Bacon, Boston.
• Margo, A. M., & Thomas E. S. (2009). The Inclusive Classroom: Strategies for Effective Differentiated Instruction. Pearson, London.
• Mcintyre, T. (1989). A resource book for remediating common behavior and learning problems. Allyn and Bacon, Boston.
• Stephen, S. S., & Charles, T. M. (2001). Teaching Learning Strategies and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 3rd Edition.Allyn and Bacon, Boston.
• Steve, G., & Karen, H. (2005). Writing Better: Effective Strategies for Teaching Students with Learning Difficulties. Brookes Publishing Company, Baltimore.

• Virginia, W. B., & Beverly, J. W. (2009). Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science. Brookes Publishing Company, Baltimore.

Suggested Readings

• Angela, L., & Angela, S. (2011). Alternative Approaches to Assessing Young Children, Second Edition. Brookes Publishing Company, Baltimore.
• Cohen, S. B., & Plaskon, S. P. (1980). Language arts. Charles E Merrill, Columbus. • Davis, W. E. (1986).The Special Educator: strategies for succeeding in today's schools. Pro Ed, London.
• Hodkinson, A., & Vickerman, P. (2009). Key issues in special educational needs and inclusion. SAGE, Los Angeles.
• Karten, T. J. (2010). Inclusion strategies that work! Research-Based Meathods for the classroom. Corwin, California.
• Lewis, R. B., & Doorlag, D. H. (1999). Teaching special students in general education classrooms. Prentice Hall, New Jersey.
• Nancy, L.E., & Pamela, H.E. (1994). Teach and reach: students with attention deficit disorders: the educator's handbook and resource guide. Multi Growth Resources, Texas.
• Reid, D. K., & Wayne, P. H. (1981).A Cognitive approach to learning disabilities. McGraw-Hill, Auckland.
• Schulz, J. B., & Carpenter, C. D.(1994).Mainstreaming exceptional students A Guide for Classroom Teachers. Allyn and Bacon, Boston.
• Westwood, P. (1987). Commonsense methods for children with special needs Strategies for the regular classroom.Croom Helm, London.
• William, N. B. (2007). Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators. Corwin, California.

TECHNOLOGY AND DISABILITY

Course code : 206 **Credits : 04**

Contact Hours : 60 **Marks : 100**

Introduction:

. This course covers the integration of technology in the teaching learning process of the students with learning disability. It's important to remember that the assistive technology is to support or reduce the barrier to learning. The focus must be on what the device or software does for the individual/student not on the device itself. The units progress from understanding the meaning scope, to the use of technology for teaching and learningand ends with the issues that one faces while dealing with technology.

Objectives: After completing the course the student-teachers will be able to
- *Explain the meaning, scope and use of Technology.*
- *Analyse the learning needs in relation to Technology.*
- *Understand and use the various types of technology for presenting, engaging and evaluating.*
- *Discuss the trends and issues related to the use of technology*

Unit No.	Content	Hours	Marks
	PART I		
Unit 1	**Unit 1: Concept of Technology** 1.1 Meaning, Nature, Scope and Significance of Technology 1.2 Types /tools of technology – Projector, Smart board, Software and ipad, ipod, Tablets, Mobiles 1.3 Technology integration vs technology use in the curriculum 1.4 Assistive technology: Meaning and scope 1.5 Role & Use of AT for children with LD	**10**	**16**
Unit 2	**Unit 2: Learning Needs of CWLD** 2.1 Communication 2.2 Reading 2.3 Writing 2.4 Mathematics 2.5 Self management	**10**	**12**

Unit 3	**Unit 3: Technology for Presentation & Expression (Input and Output)** 3.1 Classroom Presentation & Expression: Concept & scope 3.2 Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers 3.3 Auditory - text to voice, screen readers, FM Listening Systems, podcast 3.4 Cognitive – graphic organisers 3.5 Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost	**10**	**12**
	Part II		
Unit 4	**Unit 4: Technology for Classroom Engagement** 4.1 Classroom engagement – Meaning and components 4.2 Reading ,Writing & Mathematics - Talking books, recorder,Optical character recognition , Speech recognition systems, Alternative writing surfaces , pencil grips , podcast, Proof reading software,Talking calculators, Electronic math worksheets, fluidity software 4.3 Organising - sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers 4.4 Types programme- drill & practice, Simulations, Games, Tutorial 4.5 Consideration for selection of programmes and tools in an inclusive class	**10**	**12**
Unit 5	**Unit 5: Trends & Issues in Using Technology** 5.1 Digital natives & Immigrants 5.2 From isolation to inclusion 5.3 Parent/family involvement 5.4 Cyber Safety 5.5 Evaluation of impact of technology– Social, ethical and human	**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**

Course work/Practical/ / Field Engagement

• Develop a tool to assess the learning needs for planning compensatory and remedial instruction
• Develop low cost material for presentation (for teachers)
• Develop low cost material for engagement
• Develop low cost material for expression
• Conduct a survey on the kind of assistive technology used in the schools for Students with learning disability and present the findings

Essential Readings

• Amy, G. D., & Deborah, N. (2011). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities. Pearson, London.

• Das, R. C. (1992). Educational Technology: A Basic Text. Sterling, New Delhi.
• Dian, P. B., & Brian R. B. (2011). Assistive Technology for People with Disabilities. Pearson, London.
• Joan, G. (2011). The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation. Prufrock Press Inc., Texas. • Kimberly, S. V. (2005). Teaching by Design: Using Your Computer to Create Materials for Students with Learning Differences. Woodbine House, Bethesda.
• Sampath, K. (1990). Educational Technology. Sterling, New Delhi.

Suggested Readings

• Cook, A.M., & Polgar, J.M. (2012). Essentials of Assistive Technologies. Mosby, Missouri.
• Hall, T.E., Meyer, A., & Rose, D.H. (2012). Universal Design for Learning in the Classroom: Practical Applications. The Guilford Press, New York.
• Lever-Duffy, J., & McDonald. J. (2010). Teaching and Learning with Technology. Pearson, London. • Nelson, L.L., & Posey, A. (2013).Design and Deliver: Planning and Teaching Using Universal Design for Learning
• Newby, T.J. (2010). Educational Technology for Teaching and Learning (4th Edition). Pearson, London.
• West. T.G. (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies. Prometheus Books, New York.

PSYCHOSOCIAL AND FAMILY ISSUES

Course code : 207 **Credits : 04**

Contact Hours : 60 **Marks : 100**

Introduction:

This course gives an overview of psychosocial domains, stages, characteristics and manifestations of psychosocial behaviours at home and in community settings. It also deals with family dynamics and parenting styles and parent empowerment. It also lays stress on the importance of stress management, family counselling and social and emotional wellbeing.

Objectives:

After completing the course the student-teachers will be able to
• *Explain the concept of psycho-social issues.*
• *Reflect on various dimensionsof Psycho-social issues among children with learning disabilities.*
• *Understand various Family issues children with LD.*
• *Learn the importance of intervening strategies and ways of handling issues.*
• *Discuss the concept of networking and liaisoningwith the parents, community, family, school and NGO's.*

Unit No.	Content	Hours	Marks
	PART I		
Unit 1	**Unit 1: Overview of Psycho-social Domains** 1.1 Psychosocial domains- Meaning and components- Cognitive, Affective, Social 1.2 Stages of Psychosocial development 1.3 Psycho-social characteristics of children with LD 1.4 Manifestations of psychosocial behaviour at home, school and society 1.5 Causative factors – self and others	**10**	**12**
Unit 2	**Unit 2: Family Dynamics** 2.1 Family structure and its functioning 2.2 Parenting styles and home environment	**10**	**12**

	2.3 Needs and concerns of family 2.4 Needs and concerns of child with LD 2.5 Empowering Parents- Resource management, legal provisions		
Unit 3	**Identification of Family Needs** 3.1. Identifying Family Needs for information, decision making, skill transfer and referral; 3.2.Assessment of psychosocial problems 3.3 Model for assessment of psychoscioal problem. 3.4 Importance of assessment in identification of needs. 3.5 Fostering a Caring School Culture	**10**	**16**
Part II			
Unit 4	**Nurturing Social Emotional Wellbeing** 4.1 Strategies for developing positive self-concept 4.2 Social skill training 4.3 Stress management 4.4 Family counselling 4.5 Networking and liaisoning with students, parents, community and NGO's	**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 Roleof community awareness activities, programs to encourage the families. 6.4Agencies, Organizations and Psychosocial Health Services, On line services availablefor family support.	**10**	**12**

Course Work/ Practical/ Field Engagement

• Observe and identify psycho-social problems of any LD student of the class during school internship programme. Givedetailed description along with interventionperformed.

• Design a Scrapebook on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.

• Collect and compile articles from various sources and present in class for critical analysis and understanding.

Essential Readings

• Hurlock, E. B. (2002). Developmental Psychology, Tata Mc Graw –Hill, New Delhi.

Suggested Readings

• Goldstein, S., Naglieri, J, A., & DeVries, M. (2011). Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment. Wiley, New Jersey.

• Gunton, S. (2007). Learning Disabilities (Social Issues Firsthand). Greenhaven Press, San Diego.

• Hales G. (2003). Beyond Disability towards an Enabling society. Sage Publication, London.

• Kelly, K. (2006).You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder
• Paley, S. (2012). Promoting positive behaviour when supporting people with a learning disability and people with autism. Sage Publication. Los Angeles.
• Reid, R., Lienemann, T, O., & Hagaman, J.L. (2013).Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for Special-Needs Learners). The Guilford Press, 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	**Reflections on Literacyand Reading Comprehension** 1.1 Literacy and Current University Graduates: Status and Concerns , Role of Literacy in Education, Career and Social Life 1.2 Literacy, Thinking and Self Esteem, Literacy of Second Language / English: Need And Strategies, Basic Braille Literacy 1.3 Practicing Responses to Text: Personal, Creative and Critical, Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making. 1.4 Developing Good Reading Skills and Habits in Primary Level Students: Activities And Strategies 1.5 Basic Understanding Of Reading Comprehension Of Children With Hearing Impairment And Learning Diability	**10**	**12**
Unit 2	**Skill Development in Responding To Text** 2.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing 2.2 Practicing Responding To Text (Using The Indicators) For Recreational Reading Material (Narrations)AND School Textbooks(Description), 2.3 Practicing Responding To Text (Using The Indicators) FOR Reports, Policy Documents And News (Expositions) And Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation 2.4 Practicing Web Search, Rapid Reading And Comprehensive Reading	**10**	**12**

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

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 theoptions 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 Jersy
- 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 Jersy
- Gallangher.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, Bansibihari, 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 3.4Art 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** 3.1Scale 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 deviationand 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. Thiruvananathapuram: 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