SAVITRIBAI PHULE PUNE UNIVERSITY PUNE

Curriculum Framework

Bachelor of Education - Special Education (Hearing Impairment)

B.Ed.Spl.Ed. (HI)

Two Years Duration-Semester Pattern

Norms, Regulations & Course Content

2025

Bachelor of Education - Special Education (Hearing Imapirment)

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Bachelor of Education - Special Education-
(Hearing Impairment) B.Ed.Spl.Ed. (HI) Program

I. PREAMBLE

Rightly said, 'Teaching is a passion more than a profession and it creates all other professions by not just providing information, but also generating inspiration'. Therefore, though the conventional teacher-centred education has changed to a more student-centred approach, the place of the teacher; rightly addressed as the 'Guru' in the Indian tradition remains indisputable. This is seen right from NEP (1966) based on the Kothari Commission, which recognized that the quality, competence, of teachers are undoubtedly the most significant contributory factor to the recent NEP (2020) which upholds teachers' role in national development. Fifty-six years since the first policy was published, the teachers and the teacher education are at the centre of the fundamental reforms in the education system for 'all' children. The NEP 2020 reiterates the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development. It seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. A special emphasis has been provided to include the Socio-economically disadvantaged (SEDGs) which includes the Divyangjan. The policy highlights that quality education for 'all 'children is the key to India's continued ascent, and leadership on the global stage and will facilitate the economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. NEP 2020 is in complete consonance with the principles and provisions of the RPWD Act (2016) for empowerment of persons with disabilities. This includes (a) respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons; (b) non- discrimination; (c) full and effective participation and inclusion in society; (d) respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; (e) equality of opportunity; (f) accessibility; (g) equality between men and women; (h) respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

The Rehabilitation Council of India (RCI) established in 1992, is a statutory body. It functions under the Department of Empowerment of Persons with Disabilities (Divyangjan) (DoEPwD), Ministry of Social Justice & Empowerment, Govt. of India and is solely responsible for regulating and monitoring the professional of development and other training programs in the field of disability. These programs are offered both face to face and via distance mode through Open Universities across India. RCI also maintains and renews registrations of qualified personnel and professionals in its Central Rehabilitation Register (CRR) for which Continuous Rehabilitation Education (CRE) are conducted in the field of Rehabilitation and Special Education. RCI revises its syllabi from time to time so that the learners undergoing the programs are attuned to the current trends and futuristic requirements.
 The present syllabi of B. Ed. Special Education is revised keeping in view the provisions of RPWD Act (2016) and the NEP (2020).

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

II. OBJECTIVES

The B.Ed.Spl.Ed. Programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home-Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disabilities as well as all other children. The programme is based on the provisions of RPWD Act (2016) and the National Education Policy, (NEP) (2020). After completing the B.Ed. (Special Education) programme the learners will:

  a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
  b. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of a few select specific disabilities.
  c. Acquire concepts, knowledge and skills to prepare learners with disabilities to the meet the aspiration of nation and conserves its values, traditions and culture *as* enshrined in NEP, 2020.
  d. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
  e. Enhance knowledge and skills for professional development.

III. NOMENCLATURE

Nomenclature of B.Ed.Spl.Ed. Program should be as per **UGC** Notification No. F.5-1/2013 (CPP-II) of 2014 and the new nomenclature will be Bachelor of Education – Special Education (Hearing Impairment).
The abbreviated form shall be as B.Ed.Spl.Ed. (HI).

IV. ELIGIBILITY FOR ADMISSION

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

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

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

V. ADMISSION

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.

VI. DURATION OF THE COURSE

The duration of the Course is two academic years (First year Semester I & II, Second year Semester III & IV) which can be completed in a maximum of four years from the date of admission to the programme.

VII. WORKING DAYS & ATTENDANCE

The programme will be conducted for at least 200 working days each year exclusive of the period of examination and admission. The minimum attendance of Learner shall have to be 80% for all course work and 90% for all practicals including project work/ internship (5% attendance may be condoned by the head of institution on genuine grounds).

VIII. MEDIUM OF INSTRUCTION

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

IX. MEDIUM OF ANSWER

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

school subjects' and 'Pedagogy of school subjects' (language course) will be in the concerned language / English/ Marathi/Hindi.

X. PROGRAMME PATTERN

The programme has been developed on Semester basis. RCI has proposed 2000 marks in view of disability specific specialization.

XI. TRANSITORY REGULATIONS

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ regulations. Candidates not appearing at the examinations or failing shall take the examinations subsequently according to the changed syllabus/ regulations/ as per university norms.

XII. FACULTY-STUDENT RATIO

The faculty-student ratio in the area of B.Ed.Spl.Ed. may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum.

XIII. CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.
The successful students will be registered as Special Educator (Professional).

XIV. AWARD OF DEGREE

The Savitribai Phule Pune University will award degree in Bachelor of Education- Special Education (Hearing Impairment), **B.Ed.Spl.Ed.(HI).**

XV. GENERAL FRAMEWORK OF THE COURSE

The B.Ed. Special Education (HI) is two years degree programme consists of 1) Five core courses 2) Six cross disability courses 3) Five Disability Specialization courses 4) One Enhancing professional Capacities (EPC) course (D3). All together Seventeen theory courses and three different practical areas. Practical area D cosist of D1 & D2 in project mode, Practical area E consists of four Practicals related to Pedagogy & disability Specilization i.e. E1, E2, E3 and E4. Practical area F consist of four practical related to Supportive Skills /School Internship i.e.F1, F2, F3, & F4

XVI. PROGRAMME STRUCTURE:
B. Ed. Spl. Ed. (HI) 2Years

Code	Area	Courses (Papers)	Credits	Hours	Instructional Hours	Notional Hours
A	THEORY: Core Courses	5	10	300	285	15
B	THEORY: Cross Disability and Inclusive Education Courses	6	12	360	300	60
C	THEORY: Disability Specialisation Courses	5	10	300	285	15
D	THEORY + PROJECT: Enhancing Professional Capacities (EPC) Courses-	3	6	180	90	90
E	Practical related to Cross-Disability and Inclusion	4	16	480	-	480
F	Practical related to Disability Specialization	4	24	720	-	720
G	Employability Skills	1	2	60	-	60
	Total	**25**	**80**	**2400**	**960**	**1440**

AREA A: CORE COURSES			
Course Code	**Course Name**	**Credit**	**Hours**
SEDU-101-T	Human Growth & Development	2	60
SEDU-102-T	Contemporary India and Education	2	60
SEDU-151-T	Learning, Teaching and Assessment	2	60
	ANY ONE TO BE SELECTED FROM THE FOLLOWING		
SEDU-152-T	Pedagogy of Teaching (Special Reference to Disability) : Science	2	60
SEDU-153-T	Pedagogy of Teaching (Special Reference to Disability) : Mathematics		
SEDU-154-T	Pedagogy of Teaching (Special Reference to Disability) : History		
SEDU-155-T	Pedagogy of Teaching (Special Reference to Disability) : Geography		
	ANY ONE TO BE SELECTED FROM THE FOLLOWING		
SEDU-156-T	Pedagogy of Teaching (Special Reference to Disability): Regional Language: Marathi	2	60
SEDU-157-T	Pedagogy of Teaching (Special Reference to Disability) : Hindi		
SEDU-158-T	Pedagogy of Teaching (Special Reference to Disability) : English		
	Total	**10**	**300**

AREA B: CROSS DISABILITY AND INCLUSION			
Course Code	**Course Name**	**Credit**	**Hours**
SEDU-103-T	Introduction to Disabilities	2	60
SEDU -104-T	Introduction to Education of Students with Disabilities	2	60
SEDU -159-T	Equitable & Inclusive Education	2	60
SEDU-251-T	Life Skills across Life Span	2	60
SEDU-201-T	Supportive Skills for the Education of Children with Disabilities	2	60
SEDU-202 to 207-T	Skill-Based Optional Course (Anyone)	2	60
	Total	**12**	**720**

B6: Skill-based Optional Course (ANYONE)

SEDU-202-T	Guidance and Counselling
SEDU-203-T	Positive Behaviour Supports
SEDU-204-T	Early Childhood Care & Education
SEDU-205-T	Community-Based Rehabilitation
SEDU-206-T	Application of ICT in Classroom
SEDU-207-T	Disability, SEDGs, and Gender

AREA C: DISABILITY SPECIALIZATION COURSES (HI)			
Course Code	**Course Name**	**Credit**	**Hours**
SEDU-105-T	Identification of Disability & Assessment of Needs (Disability Specialization)	2	60
SEDU-160-T	Curriculum Development, Adaptation and Evaluation (Disability Specialization)	2	60
SEDU-161-T	Intervention & Teaching Strategies (Disability Specialization)	2	60
SEDU-208-T	ICT & Assistive Technology	2	60
SEDU-252-T	Psycho-Social and Family Issues	2	60
	Total	**10**	**300**

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC) Theory+Project Work			
Course Code	**Course Name**	**Credit**	**Hours**
SEDU-162-P	Reading and Reflecting on Texts (Project)	2	60
SEDU-163-P	Drama and Art in Education (Project)	2	60
SEDU-209-T	Basic Research & Basic Statistics (Theory)	2	60
	Total	**6**	**180**

AREA E: PRACTICAL RELATED TO PEDAGOGY & DISABILITY SPECIALIZATION			
Course Code	**Course Name**	**Credits**	**Hours**
SEDU-106-P	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)	**16**	**480**
SEDU-107-P	Classroom Observation at different levels and of different subjects		
SEDU-164-P	Lesson Planning & Development of TLM		
SEDU-210-P	Execution of Lesson (Teaching Practice)		

AREA F: SUPPORTIVE SKILLS / SCHOOL INTERNSHIP			
Course Code	**Course Name**	**Credit***	**Hours***
SEDU-108-P	Supportive Skill Training (ISL)	**24**	**720**
SEDU-211-P	Supportive Skill Training (Assistive Technologies)		
SEDU-254-P	Internship in Disability Specialization		
SEDU-212-P	Internship at Inclusive School		
SEDU-255-P	Internship in Other Disability		

AREA G – EMPLOYABILITY SKILLS			
Course Code	**Title**	**Credit**	**Hours**
SEDU-253-P	Employability Skills	2	60

SEMESTER WISE PROGRAM STRUCTURE

SEMESTER I

Course Code	Course Title	Credits	Hours	Internal marks	External marks	Total
SEDU-101-T	Human Growth and Development	2	60	10	40	50
SEDU-102-T	Contemporary India and Education	2	60	10	40	50
SEDU-103-T	Introduction to Disabilities	2	60	10	40	50
SEDU-104-T	Introduction to Education of Students with Disabilities	2	60	10	40	50
SEDU-105-T	Identification of Disability and Assessment of Needs (Disability Specialisation)	2	60	50	00	50
SEDU-106-P	Cross Disability and Inclusion	2	60	50	00	50
SEDUE2-107-P	Disability Specialization -1	2	60	50	00	50
SEDU-108-P	Supportive Skill Training (ISL)	4	120	100	00	100
TOTAL		**18**	**540**	**290**	**160**	**450**

SEMESTER II

Course code	Course Title	Credits	Hours	Internal marks	External marks	Total
SEDU-151-T	Learning Teaching and Assessment	2	60	10	40	50
	ANY ONE from the following					
SEDU-152-T	Pedagogy of Teaching: **Science**	2	60	10	40	50
SEDU-153-T	Pedagogy of Teaching: **Mathematics**					
SEDU-154-T	Pedagogy of Teaching: **History**					
SEDU-155-T	Pedagogy of Teaching: **Geography**					
	ANY ONE from the following					
SEDU-156-T	Pedagogy of Teaching:**Marathi**	2	60	10	40	50
SEDU-157-T	Pedagogy of Teaching: **Hindi**					
SEDU-158-T	Pedagogy of Teaching: **English**					
SEDU-159-T	Equitable & Inclusive Education	2	60	10	40	50
SEDU-160-T	Curriculum Development, Adaptation and Evaluation (Disability Spl.)	2	60	10	40	50
SEDU-161-T	Intervention and Teaching Strategies(DisabilitySpl.)	2	60	10	40	50
SEDU-162-P	Reading and Reflecting on Texts	2	60	50	00	50
SEDU-163-P	Drama and Art in Education	2	60	50	00	50
SEDU-164-P	Disability Specialization: lesson planning and Development of TLM	6	240	150	00	50
TOTAL		**22**	**660**	**310**	**240**	**550**

SEMESTER III

Course code	Course Title	Credits	Hours	Internal marks	External marks	Total
SEDU-201-T	Supportive Skills for the Education of Children with Disabilities	2	60	10	40	50
Skill based Optional Course (ANY ONE)						
SEDU-202-T	Guidance and Counselling	2	60	10	40	50
SEDU-203-T	Positive Behaviour Supports					
SEDU-204-T	Early Childhood Care & Education					
SEDU-205-T	Community-Based Rehabilitation					
SEDU-206-T	Application of ICT in Classroom					
SEDU-207-T	Disability, SEDGs, and Gender					
SEDU-202-T	Guidance and Counselling					
SEDU-208T	ICT AI and Assistive Technology	2	60	10	40	50
SEDU-209-T	Basic Research and Basic Statistics	2	60	50	00	50
SEDU-210-P	Execution of Lesson (Teaching Practice)	6	180	150	00	150
SEDU-211-P	Supportive Skill Training (Assistive technologies)	2	60	50	00	50
SEDU-212-P	Internship in Inclusive School	4	120	100	00	100
	TOTAL	**20**	**660**	**380**	**120**	**500**

SEMESTER IV

Course code	Course Title	Credits	Hours	Internal marks	External marks	Total
SEDU-251-T	Life skills across Life span	2	60	10	40	50
SEDU-252-T	Psycho-social and Family Issues	2	60	10	40	50
SEDU-253-P	Nurturing Employability Skills in PwDs	2	60	50	00	50
SEDU-254-P	Internship in Disability Specialization	10	300	250	00	250
SEDU-255-P	Internship in other disability	4	120	100	00	100
TOTAL		**20**	**540**	**420**	**80**	**500**

In above table the **T indicates Theory and **P** indicates practicum or project mode.

** **All the above courses have been adapted as per the RCI Curriculum Framework 2024 and D1 (SEDU-162-P) & D2 (SEDU-163-P) has been adapted and followed 'Project Mode' as per the Savitribai Phule Pune University norms and NEP 2020 goals.**

**The assessment of courses A, B, C & D3 comprising of theory courses shall be semester wise as per the scheme of courses by way of written papers and internal assessment. The Principal/Head of the College / program coordinator shall forward to the University, the marks obtained by each candidate for internal assessment.

The assessment of courses D1, D2, E, F and G shall be evaluated internally by each College of

special Education at the end of semester as per the details given in Scheme and Details of Assessment of courses The Principal/Head of college of education shall forward to the University, the marks obtained by each candidate in these courses.

XVII. Scheme and Details of Assessment of courses:

The performance of the candidates in each of the theory courses shall be evaluated through internal assessment and semester end assessment.

1. **Internal Assessment** will be on the basis of continuous evaluation

Internal Assessment for Areas A, B, C & D3　　　　　　**(10Marks per course)**

(i)　　　Average of two Tutorials and One class test　　　　　10 Marks

2. **Internal Assessment for Area D (D1&D2) (No semester end written examination)**

(i)　　　Class participation and reflections　　　　　　　　　15 Marks

(ii)　　　Journal Submission　　　　　　　　　　　　　　　20 Marks

(iii)　　　Course end presentation on learner's reflections　　　15 marks

3. **Internal Assessment for Area E and F (No semester end written examination)**

Tasks to be undertaken and marks to be assigned as per details given in the syllabus

4. **Internal Assessment for Area G　(No semester end written examination)**

(i)　　　Journal Submission　　　　　　　　　　　　　　　20 Marks

(ii)　　　Course end presentation on learner's reflections　　　20 marks

(iii)　　　Participation and maintaining learning graph　　　　10 marks

5. **Semester End Assessment**

Semester End Assessment will be on the basis of performance in the semester end **written** examinations conducted by Savitribai Phule Pune University.

XVIII. STANDARD OF PASSING

o   The passing percentage is 50% for each course in all the four semesters separately.

o   The overall grade of the B. Ed. Spl. Ed. (HI) programme will be calculated on the basis of total marks obtained in all four semesters. The grade marks and grade points are as follows:

Grades and Grade Points

Letter Grade	Marks	Percentage	Grade Point
O	1600 and above	80 and above	10
A+	1500 to 1599	75 to 79.99	9
A	1400 to 1499	70 to 74.99	8
B+	1300 to 1399	65 to 69.99	7
B	1200 to 1299	60 to 64.99	6
C	1100 to 1199	55- 59.99	5
D	1000 to 1099	50 – 54.99	4
F	Less than or equal to 999	Less than 50	0

XIX. B.ED. SPECIAL EDUCATION (HI) EXAMINATION RULES:

(A)   GENERAL GUIDELINES:

(i)   The concerned teacher is responsible for conduct and evaluation towards College Assessment (CA) and shal lannounce at the beginning of the course about the mechanisms under which CA would takeplace. However, the Year End Examination (YEE) shall cover the entire syllabus prescribed for that course.

(ii)   The College Assessment (CA) towards 20% marks will be a continuous activity, written test and two Tutorials /presentations per subject willbe conducted.

(iii)   It is mandatory for a teacher to hand over the assessed CA answer sheets to the respective students will before the commencements of the Year End Examination (YEE).

(iv)   It is also mandatory to declare the score gained by all the students in a course towards CA on the notice board duly signed by the concerned teacher of the course and the Principal.

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

(vi)   A student will have to obtain a minimum aggregate of 50% marks in each course to be counted for the minimum number of credits required for the completion of the program.

(B)   METHOD TO CARRY FORWARD THE MARKS

(i)   Candidates are required to pass in both internal and external assessments independently.

(ii)   A candidate who scores 50% or more   in the Internal Assessment but FAILS / remains absent in the Semester End Examination of the Course shall reappear for the Semester End Examination of that Course only. He / she will not have to reappear for the internal examination. His/her marks of the internal assessment shall be carried forwarded.

(iii)   A candidate who secures less than 50 % / does not complete the tasks in the Internal Assessment but PASSES in the semester end examination of the course shall reappear for the internal assessment in the form of related project/assignment only for that particular

course and shall submit necessary records to the college for assessment. His/her marks obtained along with the Semester End Examination shall be carried forwarded.

(iv) A candidate who scores less than 50% / does not complete the listed tasks in the Internal Assessment of D1, D2, E, F and G shall repeat minimum 80 % of the practicum and/or field engagement only of that particular course.

(C) ATKT (ALLOWED TO KEEP TERM)

(i) A student shall be allowed to keep term/s for consecutive semester/s irrespective of number of heads of failure / absence in earlier semester/s.

(ii) The result of semester IV shall be kept in abeyance until the student passes all course of all semesters in internal and external assessment (semester I, II, III and IV)

(iii) A maximum of FOUR years from the date of admission to the programme is allowed for programme completion. Number of attempts is limited to maximum 3 per course - inclusive of the first attempt.

(iv) A candidate failing in course A, B, C and D3 can reappear for the examination without putting in attendance for the instructional hours of that course/s.

(v) Candidate failing / not completing tasks in rest of the courses D1, D2, E, F, G will be required to complete all the tasks as prescribed by the syllabus. College is expected to provide opportunity to complete the tasks.

Semester I

Course code	Course Title	Credits	Hours	Internal marks	External marks	Total
SEDU-101-T	Human Growth and Development	2	60	10	40	50
SEDU-102-T	Contemporary India and Education	2	60	10	40	50
SEDU-103-T	Introduction to Disabilities	2	60	10	40	50
SEDU-104-T	Introduction to Education of Students with Disabilities	2	60	10	40	50
SEDU-105-T	Identification of Disability and Assessment of Needs (Disability Specialisation)	2	60	50	00	50
SEDUE-106-P	Cross Disability and Inclusion	2	60	50	00	50
SEDUE-107-P	Disability Specialization -1	2	60	50	00	50
SEDU-108-P	Supportive Skill Training (ISL)	4	120	100	00	100
TOTAL		**18**	**540**	**290**	**160**	**450**

HUMAN GROWTH & DEVELOPMENT

Course code SEDU-101-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

Learning outcomes

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

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

Unit1: Approaches to Human Development

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

Unit 2: Theoretical Perspectives on Human Development

2.1 Psycho-dynamic Theories
  2.1. 1 Sigmund Freud's Psychoanalytic Theory
  2.1.2 Erikson's Psychosocial Theory
2.2 Behaviorist Theories:
  2.2.1 Ivan Pavlov's Classical Conditioning Theory
  2.2.2 B. Frederick Skinner's Operate Conditioning Theory

2.3 Humanistic Theory and Social Theory

  2.3.1 Abraham Maslow's Theory

  2.3.2 Lev Vygotsky's Sociocultural Theory

2.4 gnitive Theory

  2.4.1 Jean Piaget's Theory

2.5 Ecological theory

  2.5.1 Bronfenbrenner's Ecological Systems Theory

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

 3.1 Prenatal development: Conception, stages and influences on prenatal development

 3.2 Birth and Neonatal development: Screening the newborn -APGAR Score, Reflexes and responses, neuro-perceptual development

 3.3 Milestones and variations in Development

 3.4 Environmental factors influencing early childhood development

 3.5 Role of play in enhancing development

Unit 4: Early Adolescence (From nine years to eighteen years)

 4.1 Emerging capabilities across domains of physical and social emotional

 4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics

 4.3 Issues related to puberty

 4.4 Gender and development

 4.5 Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

 5.1 Psychological well-being

 5.2 Formation of identity and self-concept

 5.3 Emerging roles and responsibilities

 5.4 Life Skills and Independent Living

 5.5 Career Choices

Course work/Practical/Field Engagement

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

Recommended Readings

- कदम, चा. प. (२०१०). शैक्षणिक मानसशास्त्र. पुणे: नूतन प्रकाशन.
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CONTEMPORARY INDIA AND EDUCATION

Course Code: SEDU-102-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

This course will enable learners to explore education from philosophical and sociological Perspectives and gain insights into diverse communities, children, and schools. The course 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 and inclusive education.

Learning outcomes:

After completing this Course, the learner should be able to:

- Explain the concept and scope of education and the philosophical perspectives to understand education.
- Analyze the role of educational system in the context of Modern Ethos.
- Discuss the concept of diversity and describe the strategies for addressing diverse learning needs of children with disabilities.
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in national and global contexts.
- Critically analyze the historical development of education in India in general and education of children with disabilities

Unit 1: Philosophical Foundations of Education

1.1. Concept and Nature of Education: Concept of Education (Meaning and definition), Aims of Education (Individual, Social and Democratic), Scope of education; Conceptual distinction between Education and Schooling, Learning, Training, Teaching, Instruction.

1.2. Agencies of Education: School, family, community and media as agencies of education,

1.3. Schools of Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism as Schools of Philosophy

1.4. Classical Indian Philosophies: Vedanta Darshan, Sankya Darshan, Budhism and Jainism

1.5. Contribution of Indian Philosophers: Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, Sonam Wangchuk

Unit 2: Understanding Diversity

2.1. Concept and Types of Diversity: Concept, Nature and Types of Diversity (Gender, linguistic, cultural, socio-economic and disability),

2.2. Girl child with disability, twice exceptionality; Disability as a Social and Political Construct;

2.3. Global Perspective: United Nations mandate on Disability, International Classification of Functioning, Disability and Health (ICF 2001 by WHO), Impairment, Disability and Handicap (IDH) (Classified by the WHO 1980),

2.4. Diversity and learning; Attributions to diversity in learning, embracing diversity in schools, equity and inclusion.

2.5. Gender Equality as a Sustainable Development Goal (UN SDG5), Good Health and Wellbeing as a Sustainable Development Goal (UN SDG3), Quality Education as a Sustainable Development Goal (UN SDG4), Reduced Inequality as a Sustainable Development Goal (UN SDG10)

Unit 3: Commissions, Acts and Policies on Education in General and Children with Disabilities.

3.1. Constitutional Provisions: Reflecting on ideas of Equality, Liberty, Secularism, and Social Justice; Constitutional Provisions on Right to Education, Women Education, Education for the Weaker Section and Minorities, Education for the Diverse Need Sections.

3.2. National Commissions University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66); National Policy on Education (NPE 1968), National Policy of Education (NPE 1986 and POA1992)

3.3 National Education Policy (NEP, 2020), National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009), National Curriculum Framework for School Education (NCFSE, 2023)

3.4. International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006 (United Nations Committee on Right of Persons with Disabilities); MDG, 2015 (The Millennium Development Goals Report); INCHEON strategies (United Nations effort, Incheon Gan 2030); Biwako Millennium Framework.

3.5. National Acts: RCI Act, 1992, PWD (Persons with Disability) Act, 1995, NT (National Trust) Act, 1999, RTE Act (2009 &2012) (Right to Education); The Right of Persons with Disability Act 2016.

Unit 4: Development in School Education and Equal Educational Opportunity

4.1. Landmarks in Development of Education of Children with Disabilities: concept of disability in Surgeon Report, Disability in Charter Act 1823, Central Advisory Board of Education (CABE 1923) on children with hearing impairment (sign language), Indian perspective on Disability (Divyang Jan)

4.2. Right to Education and Universal Access; Issues of Universal enrolment, Universal retention, and Universal learning;

4.3. Issues of quality and equity: Physical, economic, social, cultural, language issues in education (addressing multilingual practices of the children)

4.4. Meaning of equality and constitutional provisions: equity and equality, prevailing nature and forms of inequality, including dominant and minority groups and related issues; inequality in schooling: public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education systems.

4.5. Programmes and Schemes: IEDC (1974, 1983) (Integrated Education for the Disabled Children), Samarga Shiksha Abhiyan [SSA (2000, 2011) (Sarva

Shiksha Abhiyan), RMSA, 2009 (Rashtriya Madhyamik Shiksha Abhiyan)], IEDSS, 2009 (Inclusive Education of the Disabled at the Secondary Stage)

Unit 5: Challenges and Trends in Education

5.1. Challenges of education across different levels from foundational to secondary stage

5.2. Trends in delivery of educational service: inclusive education as a right based model, complementarily of inclusive and special schools, Community participation and community-based education

5.3. Professional Development of Teachers: Aspiration and Qualities of Teachers, Professional Development of Teachers, In-service Teacher Education and Professional Development of Teachers

5.4. Professional Ethics of the Teachers and Its Importance, Professional Identity of Teachers, Teacher as a Researcher, Teacher as a Facilitator

5.5. Strategies for addressing the Issues of Professional Development of Teachers, National Education Policy (NEP 2020) on Professional Development of Teachers

Course work/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the inequality in schooling and how the schools can address this challenge.
- **Visit:** Visit to a special school and an inclusive school of your locality. Interview any 5 students from each school to find out that they like most in schools, that they disclike and problems they face. Prepare a report and submit.
- **Group Activity:** organize an exhibition on different Indian philosophers and their contribution

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, and field engagement through visits. The assessment also needs to be in a continuous basis.

Recommended Readings

- घोरमोडे, के. यु., & घोरमोडे, कला कृष्णा. (2008). उदयोन्मुख भारतीय समाजातील शिक्षण. नागपूर: विद्या प्रकाशन.
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INTRODUCTION TO DISABILITIES

Course Code: SEDU-103-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

Learning Outcomes

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

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

Unit I: Basics of disability

1.1   Exceptionality: Concept, Types, Strengths and Characteristics

1.2   Diversity, Difficulty, Delay & Disability in learners

1.3   Myths and realities about disabilities. 2e- Twice exceptionality

1.4   21 Specified disabilities in RPwD (2016) and their educational implications

1.5   International Classification of Functioning (ICF) framework of WHO; inaccessible environments as a source of barriers for learners with disabilities

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

2.1 Respect for difference and acceptance of persons with disabilities as part of human diversity

2.2 Benchmark disabilities & high support needs

2.3 Reasonable accommodations, equality and equity

2.4 Accessibility & barrier free environment for different disabilities

2.5 Effective participation and inclusion
     Unit 3 Characteristics, incidence, prevalence, types, and needs of persons with;

3.1 Locomotor disabilities and Muscular Dystrophy

3.2 Cerebral Palsy and other neurological conditions

3.3 Blindness and Low vision

3.4 Hearing impairment

3.5 Speech and language disabilities

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

4.1 Intellectual Disability

4.2 Autism Spectrum Disorder

4.3 Specific Learning Disabilities

4.4 Multiple Disability and Deafblindness

4.5 Other Disabilities included in the RPwD (2016)

Unit 5: Sensitivity while working with persons with disabilities

5.1 Use of respectable and 'person first' language and preserve identity

5.2 Avoid labeling except for certification purposes.

5.3 Uphold abilities and not limitations

5.4 Understand intersectionality of disability

5.5 Eliminate stereotypes

Transactions

Lectures, readings, group discussions and debates

Course work/Field engagements

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

Recommended readings:

- कुंडले, म. बा. (२०१२). समावेशक शिक्षण. पुणे: श्री विद्या प्रकाशन.
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- Shakespeare, T. (2018). Disability the basis. Routledge.
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- Wearmouth, J. (2023). Special educational needs and disability. Routledge.
- Westwood, P. (2013). What teachers need to know about students with disabilities. ACER Press.

Web links
- https://depwd.gov.in/acts
- http://www.ccdisabilities.nic.in/resources/disability-india
- https://niua.in/intranet/sites/default/files/2458.pdf
- https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/11/2023 11 292033291428.pdf
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INTRODUCTION TO EDUCATION OF STUDENTS WITH DISABILITIES

Course Code: SEDU-104-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

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

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

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

1.1 Paradigm shift in the disability (re)habilitation models & its impact on education of children with disabilities

1.2 Understanding the segregated special education, integrated education and inclusive education from the lens of policy provisions and recommendations of National Acts provisions, Education commissions, Disability and Education policies, and International frameworks

1.3 Technological advancements leading to changing perspectives towards education of children with disabilities

1.4 Research in neuroscience and neuroplasticity contributing for early childhood education and intervention

1.5 Concept of 'high returns on early investment' facilitating early identification and intervention and education of children with disabilities

Unit 2: Current initiatives for education of children with disabilities

2.1 Initiatives by various Ministries in setting up of CDEIC and DIEC centers and

training of Aganwadis for facilitating early identification and intervention for inclusive education

2.2 Setting up and supporting of special schools, centers, vocational education; provisions of various Govt schemes

2.3 'Divyanjan' as SEDGs and their educational empowerment; provisions in NEP 2020 and National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023)

2.4 Training regular school teachers, norms for special educators, standards for teacher pupil ratio for inclusive education and accommodations for learning as directed by Supreme Court judgment (2021)

2.5 Reservation of seats under RTE (2009) Act and creating barrier free environment in schools and e-content guidelines, provisions of open schooling

Unit 3: Changing role of a special educator

3.1 Sensitizing community and Aganwadis for early identification and intervention, development of soft skills, attending skills and knowledge of ICT

3.2 Home visits and need based home training, informed choices, supporting for conducting surveys as mentioned in RPwD Act (2016)

3.3 Assisting families in availing facilities in schemes, concessions and preparation of UDID card and data management

3.4 Working with general school teachers for inclusive pedagogy and supporting basic skills for learning for children with different disabilities

3.5 Undertaking action research and attending continuous rehabilitation and professional development programs

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

4.1 Early intervention (below 3 years) infrastructural requirements, cross disability curriculum, school readiness programs and transition planning

4.2 Foundational and preparatory (3 yrs to 11 yrs) infrastructural requirements and pedagogical practices

4.3 Middle school (11yrs to 14 years) and secondary (14 yrs to 18 years) infrastructural requirements and pedagogical practices, supporting career education of students with disabilities.

4.4 Pedagogical practices for high support needs, multiple disabilities and independent living skills

4.5 Maintaining school records and conducting parent meetings and programs for families

Unit 5: Futuristic requirements for education of students with disabilities

5.1 Using technological tools and apps for easing and enhancing communication, reading, writing and computing

5.2 Blended and Web-Based educational service for distance learning for reaching the unreached UDL (Universal designs for learning) frameworks

5.3 AI (Artificial intelligence) tools to surpass communication barriers, AI-powered assistive robots for assisting students with socio-emotional challenges; AI tools for collecting and preserving data for monitoring progress, fine-tuning teaching strategies, and identify potential learning roadblocks.

5.4 Education for life and career skills: Critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaborations and risk taking abilities

Transaction:

Lectures, Symposiums, Desk reviews, Focus Group Discussions

Course work/Field engagements

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

Recommended readings
- देशपांडे, स. (२०१६). विशेष शिक्षणाची मूलतत्त्वे. पुणे: नित्य नूतन प्रकाशन.
- गायकवाड, श्री. (२०१५). विशेष शिक्षण: संकल्पना आणि कार्यपद्धती. औरंगाबाद: विद्या बुक्स.
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- कुलकर्णी, के. वि. (२०१६). अपंग विद्यार्थ्यांचे शिक्षण. पुणे: विद्या प्रकाशन.
- शिरसाठ, एस. के. (२०१८). विशेष गरजा असणाऱ्या मुलांचे शिक्षण. पुणे: नित्य नूतन प्रकाशन.
- वाघमारे, ए. आर. (२०१६). भारतातील विशेष शिक्षण. नागपूर: विद्या प्रकाशन.

- Ajay Singh, Mark Viner, Chia Jung Yeh (2020). Special Education Design and Development Tools for School Rehabilitation Professionals, IGI Global, USA

- Ange Anderson (2019). Virtual Reality, Augmented Reality and Artificial Intelligence in Special Education: A Practical Guide to Supporting Students with Learning Differences, Routledge; 1st edition

- B S Chavan, Wasim Ahmad, Raj Kumari Gupta (Eds). Comprehensive Textbook on Disability (2022) ISBN: 978-93-5465-551-7 (2022), Jaypee brothers medical publishers, New Delhi

- Catlin Tucker, Katie Novak (2022). The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning, Impress, LP

- Chandra, S. (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd

- Curricular framework for cross disability early intervention and school readiness, Pehal and Nipun, published by RCI, AYJNISHD (D) and Pratham

- Disability and Inclusion: From rationale to reality, Ratan Sarkar, Dr. Mumtaz Begum Eds:, New Delhi ISBN: 978-81-8435-469-0Adyayan Publishers &

Distributors,

- Dr. Behzad Maqbool, Prof. Jayanthi Pujari (Editor). Changing Scenario and Emerging Trends in Special Education. Neelkamal publications

- Dr. K. Ravikanth Rao and Dr. P. Dinakar (2016). Life Skills Education. Neelkamal publishers, Hyderbad

- Edward A. Polloway, James R. Patton, Loretta Serna, Jenevie W. Bailey (2012). Strategies for Teaching Learners with Special Needs, Pearson publisher

- G, Shirly., Kunnath, S K., Varghese, A., George, V M., (Eds) (2019). Disability: an overview. Trivandrum, NISH. ISBN: 9788193985007.

- G. Lokanadha Reddy (2015). Role Performance of Special Education Teachers: Problems and Prospects. Discovery Publishing Pvt.Ltd

- Himangshu Das & Rajesh Ramachandran (2022). Challenges in Transition: Autism Spectrum Disorder Eds, ISBN: 978-81-957612-1-0, published by NIEPMD, Chennai (www.niepmd.tn.nic.in/publications)

- Keith Strorey, Paul Bates, Dawn Hunter (2008). The Road Ahead Transition to Adult life for Persons with Disabilities. Training Resource Network, Inc

- Khursheed Ahmad Butt (2022). National Higher Education Policy 2020: How to Make It Happen? Atlantic Publishers and Distributors P Ltd

- Lawrence, Arul A.S & Thiyagarajan, P, (2021). Nation building through skill development. Tamil Nadu Open University. ISBN 978-81-951793-1-2

- Mangal, S. K., Mangal, Shubhra (2019). Creating An Inclusive School. PHI Learning Pvt. Ltd

- Manpreet Singh Manna, Balamurugan Balusamy, Meenakshi Sharma, Prithi Samuel (2023). Blended Learning and MOOCs-A New Generation Education System. Taylor & Francis group

- Marilyn Friend (2007) Special Education: Contemporary Perspectives for School Professionals. Pearson publication

- Mark Viner, Ajay Singh, Michael F. Shaughnessy (2022). Research Anthology on Inclusive Practices for Educators and Administrators in Special Education, IGI Global, USA

- Mubarak Singh (2010). Education of Children with Special Needs, 01 Edition, Kanishka Publishers Distributors

- Narayan, Jayanthi (2005). Creating play environment for children with sensory Impairment & additional disabilities

- Nawale, Arvind & Nivargi, M & Gangane, A & Tiwari, Sandya. (2018). An Introduction to Life Skills. Macmillan Publishers ISBN: 9387914887

- Neeru Gupta (2017). Major Issues & Challenges in Special Education in India. Horizon books

- S.L. Sharma, B.S. Ghuman and Shital Parkash (Eds.) (2018). Higher Education In India: The Changing Scenario. Rawat publications.

- Samuel Kai Wah Chu, Rebecca B. Reynolds, Nicole J. Tavares, Michele Notari, Celina Wing Yi Lee (2018) 21st Century Skills Development Through Inquiry-Based Learning

From Theory to Practice. Springer Nature, Singapore

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

Web based readings

- https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf
- https://ici-s.umn.edu/files/qTxnhxmNxT/inclusive-education-strategies-textbook
- https://main.sci.gov.in/supremecourt/2016/6641/6641_2016_3_1501_30887_Judgement_28-Oct-2021.pdf
- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
- https://n20.ncert.org.in/pdf/publication/otherpublications/tiicsnups101.pdf
- https://ncert.nic.in/accessibility.php
- https://ncert.nic.in/pdf/CWSN-FAQs.pdf
- https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf
- https://niepid.nic.in/Educating%20Children%20With%20Learning%20Problems.pdf
- https://unesdoc.unesco.org/ark:/48223/pf0000186611
- https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATIOpdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/document- reports/Confluence.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School- Education-Pre-Draft.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://www.hzu.edu.in/bed/Basics-in-Education%20(NCERT).pdf
- https://www.niepid.nic.in/Handbook%20on%20EIC.pdf
- https://www.oecd.org/education/school/50293148.pdf
- https://www.researchgate.net/publication/373041128_Combining_Artificial_Intelligence_wi th_Special_Education
- https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf
- https://www.unicef.org/eap/media/6421/file/Education%20for%20every%20ability.p df
- https://www.unicef.org/media/126506/file/UNICEF-Right-to-Education-Children- Disabilities-ENG.pdf

IDENTIFICATION OF DISABILITY AND ASSESSMENT OF NEEDS

Course Code: SEDU-105-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

Learning Outcomes

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

- Explain the need and techniques for early identification of hearing loss in children.
- Acquire knowledge in the area of audiological assessment and its relevance in education.
- Discuss communicative and language related needs with the understanding of its development and assessment.
- Understand the need for assessment of various processes involved in receptive and expressive language.
- Describe and identify different components of educational assessment and analyze various educational needs of children with hearing impairment.

Unit 1: Early Identification of Hearing Loss: Need and Strategies

1.1   Need for and importance of early identification of hearing loss for preventing speech and language deprivation.

1.2   Overview of behavioral and objective techniques in screening for hearing loss.

1.3   Team members involved in hearing screening and their role. Need to sensitize them on language deprivation, sign language & deaf community.

1.4   Use of checklists and behavioral observation in early identification of hearing loss by school teachers (congenital & acquired).

1.5   Referral of children based on signs and symptoms of hearing loss.

Unit 2: Audiological Assessment

2.1   Orientation: Sound, Physical and psychological parameters/attributes, concept of

decibel, Behavioral Auditory developmental milestones in typical children (0-2 years).

2.2 Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance.

2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA)].

2.4 Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.

2.5 Concept of unaided, aided audiograms, speech spectrum and its applications. Orientation to auditory processing of speech and impact of its disorder.

Unit 3: Assessment of Communication & Language

3.1 Communication: Meaning, types and barriers.

3.2 Communication and language milestones of typically developing children.

3.3 Impact of various types, degrees and onset of hearing loss on communication and language.

3.4 Impact of various environmental factors such as parental hearing status, family involvement on communication and language.

3.5 Receptive and expressive verbal language and ISL and need for its assessment.

Unit 4: Assessment of Speech and ISL

4.1 Prerequisites, processes, types and need for speech and ISL assessment.

4.2 Basics of articulation and phonology (active and passive articulators; classification of vowels and consonants) & its assessment.

4.3 Supra-segmental aspects of speech and assessment of speech intelligibility.

4.4 Basics of ISL Parameters and their role in early sign language acquisition. Development of ISL through the ages. Pre-requisites, processes and need for assessment of ISL.

4.5 Assessment of various components of ISL (hand-shape, palm orientation, position of the hands, movement of the hands and non-hand components such as the use of the face, facial expressions, or body posture).

Unit 5: Educational Assessment and Identification of Needs

5.1 Educational assessment: Concept and scope

5.2 Factors affecting educational performance: individual, family and environment.

5.3 Types of Assessment (as/of/for): Norm referenced and Criterion Referenced tests, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional and alternate, Performance based and Curriculum based.

5.4 Tools and techniques of educational assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern).

5.5 International trends and challenges in assessment with bilingual and bimodal approaches: Independent, dual purpose and constructivist perspective and adaptations.

Course work/Practical/Field Engagement

- Compiling checklists (at least two) to identify hearing impairment in children.

- Using the audiograms of children (at least two), identify the audiological needs of each.

- Profiling the speech of children (at least two) by using a speech assessment kit.

- Profiling ISL skills of children (at least two) by using ISL assessment tools.

- Record the interaction with a three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax (speech and sign language).

- Compile various tools used for educational assessment of children.

Transaction and Evaluation

Lecture cum Demonstrations, Tutorials, Assignments, Tests.

Suggested Readings
- कुलकर्णी एस. एस. (२०१५). श्रवण दोष: ओळख व मूल्यांकन. पुणे: विद्या प्रकाशन.
- मोरे सविता (२०१७). श्रवणबाधित मुलांचे मूल्यांकन. औरंगाबाद: विद्या बुक्स.
- देशमुख अनिरुद्ध (२०१८). अपंगत्व मूल्यांकन पद्धती. पुणे: डायमंड पब्लिकेशन्स.
- बोरसे रत्नमाला (२०१६). श्रवणबाधित मुलांच्या शैक्षणिक गरजांचे मूल्यांकन. नागपूर: विद्या प्रकाशन.
- जाधव लता (२०१८). विशेष गरजा असणाऱ्या विद्यार्थ्यांचे शैक्षणिक मूल्यमापन. कोल्हापूर: फडके प्रकाशन.

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- Boyle, J., & Fisher, S. (2007). Educational testing (A competence-based approach). BPS Blackwell Publication, Singapore.

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- Linn, R. L., & Gronlund, N. E. (1995). Measurement and Assessment in Teaching. (7thed). Prentice Hall Publication, New Jersey.

- Martin, F. N., & Clark, J. G. (2012). Introduction to Audiology (11thed.). Pearson Education, Boston.

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- McMillan, J. H. (2001). Classroom assessment: Principles & practices for effective instruction (2nd Ed). Allyn & Bacon, Boston.

- Nitko, A. J. (1983). Educational Tests and Measurement: An Introduction, Harcourt Brace Publication, New York.

- Northern, J. L., & Downs, M. P. (2002). Hearing in Children. (5thed.). Lippincott Williams and Wilkins, Philadelphia.

- Patel, R. N. (1985). Educational Evaluation. Himalaya Publication, Bombay.

- Poham, J. W. (1993). Educational Evaluation. Prentice Hall, New Jersey.

- Quigley, S., & Paul, P. (1984). Language and Deafness. College–Hill Press Inc., California.

- Singh, B. (2004). Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi.

- Status of Disability in India. (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.

- UNICEF. (2006). New Trends in Development Evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

- VCSL Checklist: https://vl2.gallaudet.edu/visual-communication-and-sign-language

PART II-PRACTICAL
AREA E & F

PRACTICAL RELATED TO PEDAGOGY & DISABILITY

HEARING IMPAIRMENT (HI)

SEMESTER –I

E1- CROSS DISABLITY AND INCLUSION
VISITS & WRITING REPORTS

Course Code: SEDU-106-P   **Credits: 2**
Hours: 60   **Marks: 50**

Brief description: Visits to different organisations wil help learners in understanding the disabilities and their implications. It will equip them with foundational skills required for communicating and teaching. This practical is therefore designed to provide exposure in the teaching learning processes (group / individual one to one), various modes of communication and the infrastructure in various set ups.

Sl. No.	Tasks	Educational settings	Specific activities	Hours	Submissions	Marks
1	Visits to special schools/ Deaf Associations/Training Centres which use a) Educational Bilingualism b) Total Communication c) Oral-aural approach	Special schools for children with hearing impairment, Other disability schools and Inclusive School	• Study the infrastructure, resources available in a special school, Deaf Associations/ Training Centres and observe the various services being offered. • Identify the communication mode being used by the school. • List the best practices offered by the schools/organizations visited. • Write a report on the quality of education delivery in the special schools / organizations visited based on the feedback from the deaf students. • Include the suggestions on what can be done	45	Writing reports including reflections on teaching-learning process. Reports can be written and in the form of ISL video submission.	35

			to make it better. (Spcial Schools for HI-05,Other disability -02, Inclusive School-01)			
2	Visit to speech and hearing center/clinic	Speech and hearing clinic	• Observe hearing assessment in children of various age groups • Observe hearing aid trial and fitting in children of various age groups • Listening to speech of children with and without hearing loss and identifying parameters (Non-segmental, segmental & supra-segmental) 3 children each. • Observing speech assessment (screening) children. • Carrying out speech assessment (screening). • Observing speech assessment using standardized tool. • Observing listening check of children's hearing devices. • Observing	15	Writing reports including reflections.	15

			individual speech teaching sessions.			
			• Observing group teaching sessions (2children)			
			• Planning and executing lesson plan for teaching non-segmental, segmental and supra- segmental aspects of speech (2children)			
			• Study the infrastructure, resources and best practices in the settings			
TOTAL				**60**	**50**	

E2- DISABILITY SPECILIZATION-1
CLASSROOM OBSERVATION AT DIFFERENT LEVELS AND OF DIFFERENT SUBJECTS

Course Code: SEDU-107-P   **Credits:02**
Hours:60   **Marks: 50**

Brief description: In this practical, the learners as teacher trainees will undertake detailed observations in classroom set ups of special schools, inclusive set ups, or training centres. This practical is aimed at giving exposure to teacher trainees in observation of different teaching learning processes, use of different strategies and techniques of teaching language and communication in various set ups.

Sl.No	Tasks	Educational settings	Specific Activities	Hours	Submissions	Marks
1	Classroom teaching observation at different levels and of different subjects using : a) Educational Bilingualism b) Total Communicati on c) Oral-aural approach	Special schools for children with hearing impairment	Observe the teaching of children with hearing impairment using: a) Educational Bilingualism b) Total Communication c) Oral-aural approach • Observe various activities such as conversation, visits, directed activity, story-telling/poem and ensure observation for teaching various class subjects. • Write the observation report at different levels and of different subjects. • Include the learnings & insights, feedback, areas of improvement in the observation report. It is desirable	60	Observation Report for each observation (in written language or ISL or both) Presentation by the candidate sharing the summary of their observations & reflections.	50

			that Observation of classroom activities is spread across the semesters i.e.15 hours of observations in each semester. • It is desirable that the observations should be spread across different stages (5+3+3+4) i.e. • Foundation Stage, Preparatory Stage, Middle Stage, and Secondary Stage		
	TOTAL			**60**		**50**

SUPPORTIVE SKILL TRAINING (ISL & ASSISTIVE TECHNOLOGIES)

SUPPORTIVE SKILL TRAINING (ISL):

Course Code: SEDU-108-P   **Credits: 04**
Hours: 120   **Marks: 100**

Brief description:

The Supportive Skill Training in ISL and Assistive Technologies gives the learners an opportunity to acquire essential skills that are crucial for effective communication and accessibility in the context of hearing impairment. This combines comprehensive training in Indian Sign Language (ISL) and the existing Assistive Technologies. The aim is to empower educators with the tools and techniques necessary for fostering inclusive learning environments and enhancing the overall educational experience for individuals with hearing impairment.

F1 Supportive Skill Training - ISL

Sl. No.	Tasks	Educational settings	Specificactivities	Hrs	Submission	Marks
1	Compilation of resources available for educational content through ISL	Training Center / Bilingual Center	Create a list of at least 10 different resources (Websites / YouTube channels / Apps / online courses etc.) available for learning educational content through ISL, along with links and topics.	5	Videos in ISL and Journal on Bilingual Teaching	05
2	ISL Communication		Learn and practice ISL Communication in daily life through basic vocabulary, sentences & questions. Practice dialogues in ISL about various topics.	20		20

3	ISL Vocabulary for teaching subjects/ papers		Learn and practice the expansion of ISL vocabulary for teaching various subjects / papers. (Refer to the ISLRTC dictionary of 10,000 words and other existing resources)	20			20
4	Teaching Concepts using ISL in various subjects		Observing subject wise e-content is available in ISL (SIGN LIBRARY, ISLRTC, NIOS etc.) Observing lessons in ISL given by deaf instructors. Delivering lessons using educational bilingualism in ISL and taking feedback from deaf instructors on the ISL quality and grammar.	20			20
5	Abstract Concepts in ISL		Understanding and delivering abstract educational concepts in ISL	10			05
6	Creative Expressions in ISL		Story telling in ISL, Poetry in ISL, Debates in ISL, Use of visual vernacular, News in ISL, Presentations in ISL, Interviews in ISL, ISL Competitions (Observe, practice and sign at least 5 examples each)	10			05
7	Regional variation in ISL		Observe the regional variations in ISL and note the importance of knowing this variation while teaching.	5			05
8	ISL Grammar		Record regional variations in ISL (at least 5 examples). Discuss the importance of regional variations with the deaf students.	20			15

			ISL Parameters, Signing Space, Sign Families, Word Order, Size/Shapes in ISL, Different types of ISL sentences Questions in ISL, Negation in ISL, Tenses in ISL, Different Verbs in ISL, Classifiers, Indexing, and Localization			
9	ISL Games &		Participate and create various games, activities or competitions related to ISL	10		05
			Total	**120**		**100**

SEMESTER II

Course code	Course Title	Credits	Hours	Internal marks	External marks	Total
SEDU-151-T	Learning Teaching and Assessment	2	60	10	40	50
	ANY ONE from the following					
SEDU-152-T	Pedagogy of Teaching: **Science**	2	60	10	40	50
SEDU-153-T	Pedagogy of Teaching: **Mathematics**					
SEDU-154-T	Pedagogy of Teaching: **History**					
SEDU-155-T	Pedagogy of Teaching: **Geography**					
	ANY ONE from the following					
SEDU-156-T	Pedagogy of Teaching:**Marathi**	2	60	10	40	50
SEDU-157-T	Pedagogy of Teaching: **Hindi**					
SEDU-158-T	Pedagogy of Teaching: **English**					
SEDU-159-T	Equitable & Inclusive Education	2	60	10	40	50
SEDU-160-T	Curriculum Development, Adaptation and Evaluation (Disability Spl.)	2	60	10	40	50
SEDU-161-T	Intervention and Teaching Strategies (DisabilitySpl.)	2	60	10	40	50
SEDU-162-P	Reading and Reflecting on Texts	2	60	50	00	50
SEDU-163-P	Drama and Art in Education	2	60	50	00	50
SEDU-164-P	Disability Specialization: lesson planning and Development of TLM	6	240	150	00	50
TOTAL		**22**	**660**	**310**	**240**	**550**

PART I- THEORY

LEARNING, TEACHING AND ASSESSMENT

Course Code: SEDU-151-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

Learning outcomes

After completing this course the learner will be able to:

- Discuss the theories of learning and intelligence and their applications for teaching children

- Analyse the learning process, nature and theory of motivation

- Describe the stages of teaching and learning and the role of teacher

- Demonstrate understanding of the teaching learning process including focus on students with and without diverse learning needs,

- Analyse the scope and role of assessment in teaching learning process including focus on students with and without disabilities.

Unit 1: Human Learning and Intelligence

1.1 Human learning: meaning, definition and concept formation
1.2 Learning theories:
  - Behaviourism: e.g. Pavlov, Thorndike, Skinner
  - Cognitivism: e.g. Piaget, Bruner
  - Social Constructivism: e.g. Vygotsky, Bandura
1.3 Intelligence:
- Concept and definition
- Theories: e.g. Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
1.4 Creativity: Concept, Definition and Characteristics
1.5 Implications for Classroom teaching and learning in special and inclusive class room settings

Unit 2: Learning Process and Motivation
2.1 Sensation: Definition and Sensory Process
2.2 Attention: Definition and Affecting Factors
2.3 Perception: Definition and Types
2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

3.1 Maxims of Teaching

3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological, Social and Physical

3.5 Leadership role of teacher in special and inclusive Classroom, school and community

Unit 4: Overview of Assessment and School System

4.1 Assessment: Conventional meaning and constructivist perspective

4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference

4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination

4.4 Formative and summative evaluation, Curriculum Based Measurement, with particular references to students with disabilities/diverse learning needs

4.5 Key concepts in evaluation: e.g. marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement options

Unit 5: Assessment: Strategies and Practices

5.1 Strategies: e.g. Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures - Meaning and procedure

5.2 Typology and levels of assessment items: e.g. Multiple choice, open ended and close ended; direct, indirect, inferential level

5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions

5.4 Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations and accommodations;

5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF), Right to Education Act (RTE, 2009), National Policy on Education (NEP, 2020), Rights of Persons with disabilities Act (RPwD Act, 2016)

Transaction

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

Course work/Practical/Field Engagement

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

Recommended Readings

- शेळके, स्मितलअरुण आणि राउत, वैशाली विजय (२०११). अध्ययन अध्यापनाचे मानसशास्त्र .पुणे :पुणे विद्यार्थी गृह प्रकाशन

- कोठावदे, प्रवीण आणि नानकर, म.ल.(२०११).अध्ययन अध्यापनाचे मानसशास्त्र. नाशिक: इनसाईट पब्लिकेशन्स

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- कळके, माधवी जयसिंग आणि इतर (२००६) अध्यायानार्थींचे मानसशास्त्र आणि अध्यापन प्रक्रिया आ.०३ कोल्हापूर, फडके प्रकाशन

- सप्रे, नीलिमा आणि पाटील, प्रीती (२००६) अध्यापनाची प्रतिमाने, आ.०३ कोल्हापूर, फडके प्रकाशन

- नागतोडे, किरण कृष्णराव (२००६) अध्ययन कर्त्याचा विकास आणि अध्यापन: अध्ययन क्रियेचे मानसशास्त्र, नागपूर: विद्या प्रकाशन

- राऊळ, सत्यवती (१९९८) अध्ययन उपपत्ती व अध्यापन. पुणे: नित्य नूतन प्रकाशन

- पाटील, प्रमोद (२०१४). अध्ययन-अध्यापन प्रक्रिया. पुणे: विद्या प्रकाशन.

- देशमुख, मंगला (२०१६). अध्ययन सिद्धांत आणि अध्यापन पद्धती. नागपूर: पिंपळापुरे प्रकाशन.

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- https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge- english-teaching-framework/teaching-learning-and-assessment/

- http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories

- https://www.ncbi.nlm.nih.gov/books/NBK562189/

PEDAGOGY OF TEACHING SCIENCE

Course Code: SEDU-152-T　　　　　　　　　**Credits: 02**
Hours: 60　　　　　　　　　　　　　　　　**Marks: 50**

Introduction

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

Learning Outcomes

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

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

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

Unit 2: Planning for Instruction

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

Unit 3: Approaches and Methods of Teaching Sciences

3.1 Pedagogic principles, Process Approach, Direct Experience Approach, Inductive- Deductive Approach

3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

3.3 Project Method, Survey, Field-inquiry and Heuristic Method

3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities

3.5 Constructivist, phenomenological and computational thinking approaches and their application in Teaching Science

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

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)

4.2 Importance of science learning and enrichment activities- Science Circles, Topic-based and Project-based club (eg. Eco-club, Health and well-being club), Science Exhibition, activities in tinkering laboratory, Science journals for learners, science-tech activities, and Significance of enrichment activities with reference to Children with Disabilities

4.3 The Science Laboratory-Planning organization of Lab, storage, adaptation in science lab and apparatus, science apparatus for all learners (UD-equipment), Assistive technology for learning science and Virtual/digital/app-based science laboratory, Safety of learners and scientific Equipments, Significance of science lab (physical/virtual) with reference to Children with Disabilities

4.4 Aquarium, Vivarium – Role in learning science, setting, care & maintenance

4.5 Museum, Botanical, Zoological and Herbal Garden: Role in learning science, project and field work activities.

Unit 5: Assessment and Evaluation

5.1 Assessment and Evaluation- Concept, Nature and Need, Flexibility in assessment

5.2 Norm Referenced & Criterion Referenced Evaluation, School based Assessment: Concept and Significance, Holistic Assessment

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test, Achievement Test and holistic development report card.

5.5 Adaptations of Evaluation Procedure with Reference to Children with Disabilities

Transaction

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

Practical/ Field Engagement

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

Recommended Readings

- दाणे, हेमंत (२००७). विज्ञान: अध्यापन पद्धती. नागपूर : पिंपळपुरे आणि कं. पब्लिशर्स
- पाटील, गौरी विजय (२०१४). विज्ञान: आशययुक्त अध्यापन पद्धती. जळगाव: प्रशांत पब्लिकेशन
- घोरमोडे के. यु. (२००७) भौतिकशास्त्र अध्यापन पद्धती. नागपूर: श्री मंगेश प्रकाशन
- घोरमोडे के. यु. (२००७) रसायनशास्त्र अध्यापन पद्धती. नागपूर: श्री मंगेश प्रकाशन
- घोरमोडे के. यु. (२००७) जीवशास्त्र अध्यापन पद्धती. नागपूर: श्री मंगेश प्रकाशन
- बोरसे, चंद्रकांत (२००६). विज्ञान: आशययुक्त अध्यापन पद्धती व अध्यापन शास्त्रीय विश्लेषण. आ.२ नाशिक नेहा प्रकाशन
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- देशमुख, मंगला (२०१६). अध्ययन सिद्धांत आणि अध्यापन पद्धती. नागपूर: पिंपळपुरे प्रकाशन.
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PEDAGOGY OF TEACHING MATHEMATICS

Course Code: SEDU-153-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

Learning outcomes

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

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

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry Unit Planning – Format of A Unit Plan

2.4 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Unit 3: Strategies for Learning and Teaching Mathematics

3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts

3.2 Learning By Exposition: Advanced Organizer Model

3.3 Methods of Teaching- Mathematics experiencing activities, Inquiry-based teaching-learning, Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, Project and Integrating Science, Technology, Engineering, Arts and Mathematics (STEAM) approach.

3.4 Techniques of Teaching Mathematics: Indian Knowledge System/Indigenous knowledge and practices, Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI), integration of arts, sports and science in teaching mathematics.

3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situational/ Contextual Learning and computational thinking,

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

4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance

4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments with reference to Children with Disabilities

4.3 Mathematics learning and enrichment activities-Mathematics Club, Topic-centred and project based clubs, Quiz and debate clubs, Maths Olympiads and competitions

4.4 Mathematics learning devices: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

4.5 Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents and other digital materials, Calculators, Computers, Smart Boards, Multimedia Presentations, and Special, adapted and universally designed mathematical learning aids for Children with Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment and Evaluation- Concept, Importance and Purpose, Flexibility in assessment.

5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures

5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, School Based Assessment in Mathematics and

assessment of holistic development.

5.4 Preparation of Diagnostic, Achievement Test and holistic development report card.

5.5 Adaptations in Evaluation including techno-based evaluation Procedure for Students with Disabilities

Transactions

Transaction of this course will include active engagement of learners in mathematics learning activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-mathematics labs, virtual labs, schools and classrooms, field- trips for mathematical survey and Indian Knowledge System, projects and assignments, participation in quizzes, workshops and seminars, exhibitions and competitions.

Practical/ Field Engagement/ Project Work

- Preparation of a multimedia presentation on a topic with special reference to students with disabilities

- Designing procedures of assessment through multiple evidences to ensure understanding of mathematical concepts, skills and capacities (eg. Procedural fluency, Computational thinking, problem solving etc.)- designing individual and group activities for assessment, assignments, projects, real-life experiences, question papers, quizzes etc.

- Analyzing errors committed by school children in Mathematics and preparing a remedial plan

- Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Recommended Readings

- रणसिंग, विनया (२०१०). गणित अध्यापन पद्धती. नागपूर: श्री मंगेश प्रकाशन

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PEDAGOGY OF TEACHING HISTORY

Course Code: SEDU-154-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

Learning outcomes

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

- Explain the concept, nature and scope of 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 variety of learning and enrichment activities and community resources for promoting History learning.

Unit I: 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.

Unit II: Curriculum and Instructional Planning

2.1 Organization of History curriculum at school level- considerations from Indian Knowledge System and rootedness in India, progressive from local to global, real and diverse, narratives and evidence-based, interdisciplinary, adequate, relevant and representations of socio-cultural capitals, livelihood and economy, democracy and governance, and humanistic values and environmental concerns.
2.2 Instructional Planning: Concept, need and importance
2.3 Unit plan and Lesson plan: need and importance
2.4 Procedure of Unit and Lesson Planning
2.5 Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of History

3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

3.2 Methods of teaching History: lecture, conversations, discussions and debates, socialized recitation, case-studies, evidence-survey, source-auditing, project method, Inquiry and analytic method, Reflective essays and critics, creativity (models and artefacts)

3.3 Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story- telling, Role play, Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

3.4 The History Laboratory-Planning organization of Lab, storage, accessible lab, equipment and resource materials, Assistive technology for learning History and Virtual/digital/app-based History laboratory, Significance of History lab (physical/virtual) with reference to Children with Disabilities

3.5 Instructional material for teaching of History: Time-lines & Genealogical charts, Maps & Globes, literatures and journals, textbooks and supplementary readers (in accessible formats), sources from ancient and contemporary arts, heritage and culture, museum multimedia, Television, Films & Filmstrips, History games and e-contents and digital materials

3.6 Adaptations of curriculum and resource materials for teaching Historys to children with disabilities

Unit IV: Assessment and Evaluation of Learning in History

4.1 Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment

4.2 Techniques of evaluating learner achievement in History: Written and Oral tests, Observation Tools, Work Samples, Portfolio, Rubrics.

4.3 Assessment: tools and techniques of School Based Assessment, assessment of holistic development

4.4 Construction of diagnostic test, teacher made achievement test and holistic development report card

4.5 Adaptations of Evaluation Procedure for children with disabilities

Unit V: History Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

5.2 Developing an Action Research Plan for solving a problem in teaching- learning of History

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching History to children with disabilities

Transaction

The student-teachers should be encouraged to read literature, research studies and articles. They will be encouraged to participates in journal clubs, History circles, local economy survey, livelihood audits, role play in students' parliament, democratic

Decision making, action-research (eg. e-commerce), case study (eg. digital economy), quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

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

Recommended Readings

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- दुनाखे, अरविंद(२०००). इतिहासाचे अध्यापन. पुणे: नूतन प्रकाशन

PEDAGOGY OF TEACHING GEOGRAPHY

Course Code: SEDU-155-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

Learning outcomes

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

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

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 History with other subject.

Unit 2: Curriculum and Instructional Planning

2.1 Organization of Geography curriculum at school level- considerations from Indian Knowledge System and rootedness in India, progressive from local to global, real and diverse, narratives and evidence-based, interdisciplinary, adequate, relevant and representations of socio-cultural capitals, livelihood and economy, democracy and governance, and humanistic values and environmental concerns.

2.2 Instructional Planning: Concept, need and importance

2.3 Unit plan and Lesson plan: need and importance

2.4 Procedure of Unit and Lesson Planning

2.5 Adaptation of unit and lesson plans for children with disabilities

Unit 3: Approaches to teaching of Geography

3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

3.2 Methods of teaching Geography: lecture, conversations, discussions and debates, socialized recitation, case-studies, evidence-survey, source-auditing, project method, Inquiry and analytic method, Reflective essays and critics, creativity (models and artefacts)

3.3 Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story- telling, Role play, Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

3.4 The Geography Laboratory-Planning organization of Lab, storage, accessible lab, equipment and resource materials, Assistive technology for learning Geography and Virtual/digital/app-based Geography laboratory, Significance of Geography lab (physical/virtual) with reference to Children with Disabilities

3.5 Instructional material for teaching of Geography: Time-lines & Genealogical charts, Maps & Globes, literatures and journals, textbooks and supplementary readers (in accessible formats), sources from ancient and contemporary arts, heritage and culture, museum multimedia, Television, Films & Filmstrips, Geography games and e-contents and digital materials

3.6 Adaptations of curriculum and resource materials for teaching Geography to children with disabilities

Unit 4: Assessment and Evaluation of Learning in Geography

4.1 Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment

4.2 Techniques of evaluating learner achievement in Geography: Written and Oral tests, Observation Tools, Work Samples, Portfolio, Rubrics.

4.3 Assessment: tools and techniques of School Based Assessment, assessment of holistic development

4.4 Construction of diagnostic test, teacher made achievement test and holistic development report card

4.5 Adaptations of Evaluation Procedure for children with disabilities

Unit 5: Geography Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research
5.2 Developing an Action Research Plan for solving a problem in teaching- learning of Geography
5.3 Case study- Need and Importance for a School Teacher
5.4 Development of a Professional Portfolio/ Teaching Journal
5.5 Competencies for teaching History to children with disabilities

Transaction

The student-teachers should be encouraged to read literature, research studies and articles. They will be encouraged to participates in journal clubs, Geography circles, local economy survey, livelihood audits, role play in students' parliament, democratic decision making, action-research (eg. e-commerce), case study (eg. digital economy), quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

Course Work/ Practical/ Field Engagement

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

Recommended Readings

- वीरकर, प्रतिभा(२००९). भूगोल अध्यापनाचे शिक्षण. पुणे: पुणे विद्यार्थी गृह प्रकाशन
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- चव्हाण, नूतन बी. (२००७). भूगोल अध्यापन पद्धती आ. २ नागपूर : पिंपळापुरे अँड कं. पब्लिकेशन
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- सांगळे, शैलजा(१९९६). दृष्टीक्षेपात बी.एड. स्पेशल मेथड भूगोल पुणे: नित्यनूतन प्रकाशन
- पोंक्षे, द. बा. (१९९८). भूगोलातील पाठ्यांश–पद्धती एकात्मता. पुणे: नूतन प्रकाशन
- पोंक्षे, द. बा. (१९९७). भूगोलाचे अध्यापन. आ. ५. पुणे: नूतन प्रकाशन

PEDAGOGY OF TEACHING MARATHI

Course Code: SEDU-156-T **Credits: 02**
Hours: 60 **Marks: 50**

प्रस्तुत पाठ्यक्रमाची अध्ययन निष्पत्ती :

- व्यक्ती व समाज दोन्हीच्या जीवन व विकासात भाषेचे काय योगदान आहे ते जाणून घेतील.
- मुलभूत भाषा कौशल्य व भाषा अध्ययनात त्यांची भूमिका आहे हे त्यांना अनुभवता येईल.
- पाठ नियोजन व घटक नियोजनात ते पारंगत होतील.
- मराठी भाषा शिक्षणाच्या विशेष व्यावहारिक उद्दिष्टांचे निर्धारण करणे व ती उद्दिष्टे लिहिणे यात ते कुशल होतील.
- मराठी भाषेच्या अध्ययनाची उद्दिष्टे पूर्ण करण्याकरिता पूर्व नियोजित विविध अध्यापन पद्धतींचा ते उपयोग करू शकतील.
- मराठी अध्यापनाची उद्दिष्टे सहज साध्य करण्यासाठी अध्ययनअध्यापन साहित्य, सहायक साधनांची निर्मिती व त्यांचा वापर करण्यात ते सक्षम होतील.
- सातत्यपूर्ण सर्वकष मूल्यमापनाच्या पद्धतीचा भाषा अध्ययन अध्यापनात कुशलतेने उपयोग करतील.
- कृती संशोधनाद्वारे भाषा अध्ययनात विद्यार्थ्यांना येणाऱ्या अडचणी जाणून घेतील व त्यावर उपचारात्मक उपाययोजना करण्यास शिकतील.
- दैनंदिनी रोजनिशी व पोर्टफ़ोलिओ निर्माण करून त्याचा वापर करण्यास शिकतील.

घटक : १ मराठी भाषेचे स्वरूप, महत्त्व आणि उपयोग
१.१ भाषा अर्थ, स्वरूप, कार्ये व मराठी भाषेची सद्यस्थिती
१.२ मराठी भाषेचा उगम व विकास
१.३ विविध बोली भाषा आणि प्रमाण भाषा
१.४ शिक्षण, समाज, व्यापार, राजकारण, संशोधन व विकास यात भाषेचे योगदान
१.५ मुलभूत भाषा कौशल्ये (श्रवण, भाषण, वाचन, लेखन)

घटक २: अभ्यासक्रम विकास
२.१ मराठी साहित्याचा, वाङ्मयाचा परिचय
२.२ पारंपारिक आधुनिक मराठी साहित्य प्रकार (गद्य प्रकार: कथा, नाटक, कादंबरी, आत्मचरित्र, प्रवास वर्णन, चरित्र, पद्य प्रकार काव्य, महाकाव्य, मुक्त छंद, नवकाव्य,
२.३ माध्यमिक स्तरावर मराठी भाषेच्या अभ्यासक्रमात झालेले बदल
२.४ माध्यमिक स्तरावर भाषा शिक्षणाची ध्येये व उद्दिष्टे
२.५ श्रवण बाधित विद्यार्थ्यांसाठी भाषेच्या विशेष अभ्यासक्रमाची निर्मिती: गरज, अडचणी, अनुकूलन

घटक ३: भाषा अध्ययनाचे स्वरूप, पाठ नियोजन, अध्यापन पद्धती, तंत्रे व प्रतिमाने
३.१ भाषा शिक्षणाच्या बोधात्मक, भावात्मक, व क्रियात्मक उद्दिष्टांचे वर्गीकरण व निर्धारण व व्यावहारिक लेखन (ब्लुमचे वर्गीकरण)
३.२ घटक नियोजन व पाठ नियोजन : संकल्पना, पायऱ्या, महत्त्व व विकास प्रक्रिया
३.३ पाठ नियोजनाच्या संरचनात्मक प्रणालीमार्ग

३.४ भाषा अध्यापन तंत्रे व पद्धती :तंत्रे नाट्यीकरण, कथाकथन, बुद्धीमंथन, प्रश्रोत्तरे, मुलाखत

अध्यापन पद्धती: कथन पद्धती, व्याख्यान पद्धती, प्रकल्प, परिसंवाद, चर्चा, व सर्वसमावेशक पद्धती

३.५ मराठीची अध्यापन प्रतिमाने : व्यक्तिगत प्रतिमान, सामाजिक प्रतिमान, बोधात्मक प्रतिमान

घटक ४: भाषा अध्ययन अध्यापनातील सहाय्यक साधने व उपयोग

४.१ भाषा अध्यापनात विविध अध्यापन साधने : प्रकार, उपयोग आणि महत्व

४.२ भाषा अध्यापनात आधुनिक तंत्रविज्ञानाचा उपयोग (संगणक, व्हिडिओ, इलर्निंग, इंटरनेट, मल्टीमिडिया, भाषा प्रयोगशाळा ई.)

४.३ भाषा पाठ्यपुस्तक: अंतर्गत व बहिर्गत गुणधर्म

४.४: भाषा अध्यापनासाठी विविध संगणक आधारित कार्यक्रम : ॲप्स, संगणकीय खेळ

घटक ५: भाषा मूल्यमापन

५.१ मूल्यमापन संकल्पना, उद्दिष्ट आणि महत्व

५.२ भाषेचे सातत्यपूर्ण व सर्वंकष मूल्यमापन

५.३ कृती संशोधनाद्वारे भाषा अध्ययानातील समस्या जाणणे व त्यांचे निराकरण करणे

५.४ भाषा शिक्षकाचे गुण

५.५ दैनंदिनी रोजनिशी व पोर्टफोलिओ निर्मिती

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PEDAGOGY OF TEACHING HINDI

Course Code: SEDU-157-T   **Credits: 02**
Hours: 60   **Marks: 50**

परिचय

यह पाठ्यक्रम विद्यार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सहयोग करेगा। यह विद्यार्थियों को सामर्थ्य क्षमता में भाषा शिक्षण-अधिगम की सिद्धांतों पर आधारित पाठ की योजना तैयार करने तथा उससे संबंधित अधिगम-सामग्री के निर्माण कार्य में सहायता करेगा। यह पाठ्यक्रम विद्यार्थियों को हिंदी भाषा के विभिन्न पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के विभिन्न कार्यकलापों की योजना तैयार करने हेतु जानकारी और अवधारणा प्रदान करेगा। भारतीयता और अंतरसांस्कृतिक संबंधों के संदर्भ में यह पाठ्यक्रम विद्यार्थियों में विश्लेषणात्मक और अन्वेषणात्मक कौशल-क्षमता को भी विकसित करने हेतु हिंदी भाषा, अन्य भाषा शिक्षाशास्त्र, भाषा अधिगमण, भाषा के बहुसांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा।

उद्देश्य:

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी:

- व्यक्तिगत तथा समाज के जीवन में विकास में हिंदी भाषा के योगदान से परिचित होंगे।
- मूल्यांकन तथा कौशलों आधारित भाषा अधिगम प्रयत्नों में उनकी भूमिका का अनुभव करेंगे।
- हिंदी शिक्षण की उद्देश्य प्राप्ति की योजना की प्रक्रिया को समझेंगे।
- हिंदी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोजन शिक्षण विधियों का प्रयोग करेंगे।
- हिंदी शिक्षण के उद्देश्यों को सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
- भाषा अधिगम में विद्याव्यवसाय आधारित आंकलन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निवारण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे।

ईकाई १: हिंदी भाषा की प्रकृति, प्रयोज्यता और संवर्धन

१.१ हिंदी भाषा का नामकरण, संस्कृत से हिंदी के उद्भव की प्रक्रिया।
१.२ हिंदी भाषा में उर्दू, अंग्रेज़ी और संस्कृत से समाविष्ट प्रयत्न।
१.३ विश्वभाषा और भविष्य भाषा के रूप में हिंदी के विकास का आंकलन।
१.४ हिंदी साहित्य का सामान्य परिचय।
१.५ हिंदी गद्य साहित्य की विधाएं – कहानी, नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।

इकाई – 2 : भाषा अधिगम की प्रकृति और पाठ नियोजन

२.१ हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
२.२ पाठ्यक्रम का निर्धारण, प्रमुख सन्दर्भ महत्वपूर्ण निर्धारण, विधि।
२.३ पाठ्योजना का परिचय, उपयोग और महत्त्व।
२.४ पाठ्योजना के प्रकार सत्यापन उपाय तथा उसका क्रियान्वयन।
२.५ हिन्दी शिक्षण के ज्ञानात्मक, भावात्मक, कौशलात्मक और सृजनात्मक उद्देश्यों का निर्धारण।

इकाई – 3 : हिन्दी के विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

३.१ गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।

३.२ गद्य शिक्षण विधियों में व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी सक्षमता।

३.३ पद्य शिक्षण विधियों में तुलनात्मक, खण्डवाचन, व्याख्या तथा समीक्षात्मक विधि का परिचय और इनकी उपयुक्तता का आकलन।

३.४ पाठ्यपुस्तकों की आवश्यकता और उपयोगिता।

३.५ व्याख्यान शिक्षण के निर्धारण, आयोजन, प्रभावशीलता और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई – 4 : भाषा अधिगम– शिक्षण में सहायक साधनों का प्रयोग

४.१ श्रव्य उपकरण का प्रकार, महत्त्व और लाभ।

४.२ अधिगम-शिक्षण के दृश्य, श्रव्य दृश्य उपकरण के प्रकार।

४.३ दृश्य उपकरण – श्यामपट्ट, चार्ट, नक्शा, मॉडल, प्रत्यक्ष वस्तुएं, पारदर्शी चित्र।

४.४ संकेतिक भाषा की वीडियो तथा अनुशिक्षक, चलचित्र, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अध्ययन।

४.५ श्रव्य उपकरण – कॉम्पैक्ट डिस्क, श्रव्य पुस्तकें, डेजी पुस्तकें, आई-पॉड इत्यादि के प्रयोग की विधि और अध्ययन।

- o स्पर्श उपकरण – वास्तविक वस्तुएं, व्यक्तिगत वस्तुएं, आवाजगम्य पशु, पक्षी, पेड़– पौधे इत्यादि
- o स्पर्शनक – प्रतिरूप स्पर्शात्मक नक्शा, स्पर्शात्मक मानवचित्र, मानव शरीर का स्पर्शी नक्शा।
- o प्रतिरूप ब्रेल लिपि में पाठ्यपुस्तकेण एवं अन्य स्पर्शात्मक शिक्षण, अधिगम सहायक सामग्री।
- o इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।

४.६ वैद्युदन्विक उपकरण: टेलीविजन, कॉम्पुटर, डिजिटल पुस्तक ई. सामग्री सोफ्टवेयर, मोबाईल एप्स और इंटरनेट के सहायक तकनिकी व उपकरण के रूप में प्रयोग कि विधी और उपयोगिता।

४.७ भाषा अधिगम में भाषा प्रयोगशाला; भौतिक व अभाशिद्ध के प्रयोग कि विधी तथा समीक्षा।

इकाई ५ भाषा अधिगम के आकलन व मूल्यांकन की प्रकृति

५.१ आकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्व, आकलन प्रक्रिया में अध्यापकों का सहयोग।

५.२ आकलन के विभिन्न प्रकार (सतत और व्यापक विद्यालय आधारित आकलन संदर्भ में)।

५.३ लेखन, पठन, श्रवण, सुलेख, श्रुतलेखन, त्रुटिपूर्ण लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और खेलकूद के प्रयोगों का प्रविधि द्वारा मूल्यांकन तथा उनके भाषा अधिगम का संचायीवृत्त बनाना।

५.४ त्रुटियों की पहचान व विश्लेषण नैदानिक परीक्षण और उपचारात्मक उपाय।

५.५ दिव्यांग विद्यार्थियों के लिए आकलन प्रक्रिया में अनुकूलन और उनके समावेशन विकास का आकलन कर रिपोर्ट तैयार करना।

पाठ्यक्रम के संचालन

इस पाठ्यक्रम के संचालन में हिंदी शिक्षण, अधिगम की गतिविधियाँ, पारस्परिक चर्चा और व्याख्यान, साहित्य समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे- भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी। इसके अतिरिक्त हिंदी भाषा की बहुसांस्कृतिक प्रकृति और बहुलता को समझने हेतु विभिन्न परिवेशों में अकादमिक भ्रमण; परियोजनाओं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं आदि में भागीदारी के अवसर प्रदान किए जाएँगे।

पाठ्यक्रम कार्यप्रणाली कार्य अधिगम केंद्रों पर -

- आधुनिक भाषा के रूप में हिंदी के गुणों और स्थित का अनुसंधान विवरण।
- हिंदी शिक्षण की किन्ही दो अध्ययन विधियों का परिचय एवं उनके उपयोग की तुलनात्मक समीक्षा।
- हिंदी शिक्षण के श्रवण, वाचन और लेखन आकलन के सटीक मूल्यांकन में विद्यालय आधारित आकलन के प्रविधि के उपयोग का विवरण।
- चिंतन ड्रिल, पोर्टफोलियो और आ आलोचनात्मक विवरण के उपयोग की समीक्षा और इनकी प्रकृति का प्रस्तुतिकरण|

संदर्भ ग्रंथ :
हिंदी शिक्षण : अभिनव आयाम, डॉ. श्रुतीकांत पांडेय, एक्सिस पब्लिकेशन, दरियागंज, नई दिल्ली २०१०
हिंदी शिक्षण : उमा मंगल, आर्य बुक डेपो, करोल बाग, नई दिल्ली, २००५
हिंदी शिक्षण : डॉ. रामशकाल पाण्डेय, विनोद पुस्तक मंदिर, आग्रा, २००५
हिंदी साहित्य का इतिहास, आचार्य रामचंद्र शुक्ला, राजकमल प्रकाशन, नई दिल्ली २००६
हिंदी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ २००२
हिंदी शिक्षण, सावित्री सिंह, इंटरनॅशनल पब्लिशिंग हाउस, मेरठ, २००४

PEDAGOGY OF TEACHING ENGLISH

Course Code: SEDU-158-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

Learning outcomes

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

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

Unit I: Nature of English Language & Literature

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

Unit II: Instructional Planning

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

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method

3.2 ask based approach, collaborative learning, experiential learning, reflective, inquiry-based approach, language across curriculum, communicative language teaching, Bilingual, Multilingual, Eclectic and Constructive approach

3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method iv) integrative method

3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing

3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

4.1 Importance of instructional material and their effective use

4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cut- outs, Charts, Tape-records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature.

4.3 Construction of a teacher made learning materials and other resurces for English proficiency

4.4 Language learning and enrichment activities-storytime, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio

4.5 Adaptations of teaching material for children with disabilities

Unit V: Assessment and Evaluation

5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment

5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)

5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development

5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures

5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.

Transaction

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

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

Course Work/ Practical/ Field Engagement
Design teaching programme based on error analysis

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

Recommended Readings

- Agnihotri, R.K., & Khanna, A. L.(1996). English Grammar in context. Ratnasagar, Delhi.
- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
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- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Grellet, F. (1980). Developing Reading Skills, Cambridge University Press, New York.
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- NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2023). National Curriculum Framework for School Education. New

Delhi: NCERT. (available at www.ncert.nic.in)

- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Kalyani Publishers, Ludhiana.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

EQUITABLE AND INCLUSIVE EDUCATION

Course Code: SEDU-159-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction:

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

Learning outcomes

After completing the course the learner will be able to

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

Unit 1: Introduction to Inclusive Education & Policy Perspectives

1.1 Disability & Diversity; Diversity in Classrooms (Learning Styles, Linguistic & Socio-Cultural Multiplicity)
1.2 Marginalisation vs. Inclusion; Meaning & Definition of Inclusive Education; Understanding Barriers to Inclusive Education: Physical, Educational and Attitudinal
1.3 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
1.4 National Commissions & Policies Promoting Inclusive Education
1.5 International Declarations & Conventions Promoting Inclusive Education

Unit 2: Adaptations, Reasonable Accommodations & Planning

2.1 Need for Adaptations; Curricular Adaptations
2.2 Disability-Specific Adaptation: Requirements & Approaches
2.3 Importance of Communication & Language for Inclusive Classroom
2.4 Participation in Non-Academic Curricular Activities: Planning and Adaptations
2.5 Assessments Strategies for Facilitating Learning in an Inclusive Classroom

Unit 3: Inclusive Academic Instructions

3.1 Universal Design & Addressing Diversity: Meaning, Key Principles
3.2 Universal Design for Learning: Understanding Principles and Application to Classrooms
3.3 Inclusive Classroom Environment
3.4 Differential Instructions & Peer Mediated Instructions (Peer Tutoring, Peer Assisted Learning)
3.5 Engaging Gifted Children: Cooperative Teaching Models

Unit 4: Supports and Collaborations for Inclusive Education
4.1 Planning for Classroom engagement for all (Lesson Planning for different Subjects)
4.2 Advocacy & Leadership for Inclusion in Education; Stakeholders of Inclusive Education & their Responsibilities
4.3 Resource rooms and the role of special educators
4.4 Integration of ICT for Inclusion
4.5 Family Support & Community Involvement for Inclusion

Unit 5: Positive Behaviour Supports
5.1 Understanding behaviours: Topography, communicative and non-communicative functions, internal and external factors
5.2 Neurodivergent affirming strategies to promote positive behaviour support (e.g. using interest, structure, visual strategies, self-stimulatory behaviours, providing choices and control)
5.3 Understanding role of using motivation and teaching emotional regulation
5.4 Creating predictable environments
5.5 Differentiating between shutdowns, meltdowns and tantrums

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

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

Recommended Readings
* देशमुख, माधुरी (२०१६). समावेशक शिक्षण. पुणे: नित्य नूतन प्रकाशन.
* जाधव, एस. टी. (२०१८). समावेशी शिक्षण: संकल्पना आणि कार्यवाही. औरंगाबाद: विद्या बुक्स.
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* Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
* Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
* Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
* Daniels, H. (1999). Inclusive Education. London: Kogan.
* Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
* Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
* Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.

- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
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- King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). Understanding Children with Special Needs. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey: Prentice-Hall Inc.
- Vlachou D. A. (1997). Struggles for Inclusive Education: An Ethnographic Study. Philadelphia: Open University Press.
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CURRICULUM DEVELOPMENT, ADAPTATION AND EVALUATION

Course Code: SEDU-160-T   **Credits: 02**
Marks: 50   **Hours: 60**

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 as well as appreciate the need and decide suitable adaptations to be undertaken for curricular transactions.

Learning outcomes

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

- Understand the concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills.
- Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.
- Describe the need for curricular adaptation and decide suitable adaptation and undertake it.
- Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.

Unit 1: Curriculum and Its Designing

1.1.   Curriculum - Concept, Types and Models.

1.2.   Approaches and Steps for Curriculum designing.

1.3.   Curricular needs of children with hearing impairment in scholastic areas.

1.4.   Curricular needs of children with hearing impairment in non-scholastic areas.

1.5.   Curricular framework for 21st Century.

Unit 2: Developing Literacy skills: Reading

2.1.   Pre-requisites for reading and emergent reading skills.

2.2.   Assessment of reading skills at different levels.

2.3.   Approaches and strategies to develop reading skills and independent reading.

2.4.   Types and models of developing reading skills.

2.5.   Challenges and remedial strategies including Bilingual strategies to develop reading skills.

Unit 3: Developing Literacy Skills: Writing

3.1. Pre-requisites for writing and emergent writing skills.

3.2. Assessment of written language at different levels.

3.3. Components and types of writing.

3.4. Steps and strategies in developing writing.

3.5. Challenges and remedial strategies including Bilingual strategies to develop writing skills.

Unit 4: Curricular Adaptation

4.1. Curricular Adaptation- Meaning and principles.

4.2. Need assessment and decision making for adaptation.

4.3. Adapting Curriculum- Content, teaching-learning material, and instruction.

4.4. Types of adaptation and process.

4.5. Adaptation and accommodations in student's evaluation and examinations.

Unit 5: Curricular Evaluation

5.1. Concept and need for curricular evaluation.

5.2. Factors associated with curricular evaluation (Learner, Content, Instructor and Resources).

5.3. Areas of curricular evaluation: Context, Input, Process and Product.

5.4. Methods and tools for curricular evaluation.

5.5. Challenges in curricular evaluation.

Course Work/Practical/Field Engagement

- Study the syllabus, annual calendar and timetable of any class in a school and write your brief reflections on how syllabus is converted into action plan.

- Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation.

- Take any two pages from either history or science textbook from secondary section and adapt the content and presentations of the same for a child with hearing impairment.

Transaction & Evaluation

Lecture-cum-Demonstrations, Group assignments, Discussion, Assignments and Tests.

Suggested Readings:

- पाटील, प्रीती (२०१६). अभ्यासक्रम विकास: सिद्धांत आणि प्रक्रिया. पुणे: नित्य नूतन प्रकाशन.

- माने, सुधाकर (२०१८). अभ्यासक्रम अनुकूलन आणि मूल्यमापन. कोल्हापूर: फडके प्रकाशन.

- नागतोडे, सुमन (२०१७). विशेष गरजा असणाऱ्या विद्यार्थ्यांसाठी अभ्यासक्रम. नागपूर: विद्या प्रकाशन.

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- काळे, विनोद (२०१७). शैक्षणिक अभ्यासक्रमाचे मूल्यमापन. पुणे: विद्या प्रकाशन.

- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Penguin Publishers, Winnipeg, MB.

- Bunch, G. O. (1987). The Curriculum and the Hearing-Impaired student: Theoretical and practical considerations. MA: College-Hill Press, Boston.

- Culliman, B. E. (2000). Read to Me: Raising Kids Who Love to Read. Scholastic, New York.

- Fontas, I. (2001). Guiding readers and writers (Grades3-6): Teaching comprehension, Genre and Context Literacy. NH: Heinemann, Portsmouth.

- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment. Kanishka Publishers, New Delhi.

- Marsh, C. J. (2004). Key concepts for understanding curriculum. Routledge Falmer.

- Moores, D. F., & Martin, D. S. (2006). Deaf Learner: Developments in curriculum and instruction. Gallaudet University Press.

- Posner, G. J., & Rudnitsky, A. N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson, London.

INTERVENTION AND TEACHING STRATEGIES

Course Code: SEDU-161-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

Learning outcomes

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

- Understand programmes for early intervention of infants and children with hearing impairment.
- Describe the need, stages and importance of auditory/listening training & speechreading for facilitating development of spoken language of children with hearing impairment.
- Explain various approaches to teaching, strategies for speech intervention.
- Describe methods, techniques and options to facilitate language and communication.
- Explain the concept, principles and practices, linkages and outcomes of educational intervention.

Unit 1: Need & Strategies for Early Intervention of Hearing Loss

1.1   Parent-infant programmes for children with HI: Overview, need, requirements and plan of action. Early Indian Sign Language Services for Infants and Parents for Language Development.

1.2   Pre-school training programmes: Overview, need, requirements and plan of action.

1.3   Individual speech-language therapy programmes: Overview, need, requirements, and plan of action.

1.4   Impact of early intervention on school outcomes.

1.5   Intervention of late identified children with hearing impairment: Challenges & strategies.

Unit 2: Auditory Learning, Speechreading and Speech intervention strategies

2.1 Auditory training – Rationale, importance, stages, types (individual and group) and methods Factors affecting auditory training. Challenges in auditory training.

2.2 Auditory Verbal Therapy – Principles, pre-requisites, strategies, importance and role of teacher in AVT. Orientation to speech acoustics. Similarities and differences between auditory training and AVT.

2.3 Speechreading – Rationale, need, pre-requisites and methods. Factors affecting speechreading.

2.4 Speech intervention strategies - Approaches (Auditory Global approach, Multisensory syllable unit approach, Ling's approach), Uni-sensory and multisensory approach. Measuring outcomes.

2.5 Teaching speech to CwHI – Formulation of lesson plan and activities for speech teaching and correction, strategies for production of speech (modelling, shaping), individual and group speech teaching and their strengths and limitations.

Unit 3: Bilingual Teaching Strategies for Deaf Children

3.1. Importance of Early Sign Language Foundation, with ISL as first language (L1)

3.2. Use of ISL in classroom for teaching subjects.

3.3. Bilingual education strategies in the classroom.

3.4. Collaborative and team-based strategies.

3.5. International trends in Bilingual, Bicultural Teaching strategies.

Unit 4: Communication and Language Teaching Strategies

4.1 Principles of developing language.

4.2 Methods of teaching language: Natural, Structural and Combined.

4.3 Techniques of teaching language.

4.4 Maxims of teaching language.

4.5 Tuning the environment (home and school) for facilitating language and communication.

Unit 5: Educational Intervention Strategies

5.1 Educational Intervention: Concept, Need & Areas (curricular & co-curricular) & Types of educational intervention (group, individual, developmental, remedial).

5.2 Principles and practices in early educational intervention: Family centred, contextualized (natural & inclusive environment) & integrated (collaborative) support and services.

5.3   Early language acquisition and literacy development.

5.4   Partnership of various professionals & agencies in educational intervention.

5.5   Child & Family Outcomes of Early Educational Intervention.

Course Work/Practical / Field Engagement

- Observe any two activities in a parent-infant programme/pre-school programme and write a report.

- Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training

- Read and reflect upon five lesson plans for teaching speech to children with hearing impairment.

- Multi-level story creation: Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax). Use this story for relating to children in various levels in ISL.

- Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment.

Transaction & Evaluation

Lecture cum Demonstrations, Role playing, Assignments, and Tests.

Suggested Readings
- भोसले, विद्या (२०१७). हस्तक्षेप आणि अध्यापन कौशल्ये. पुणे: नित्य नूतन प्रकाशन.
- वैद्य, सविता (२०१६). श्रवणबाधित मुलांसाठी अध्यापन तंत्रे. नागपूर: विद्या प्रकाशन.
- पाटील, सतीश (२०१८). श्रवणबाधित विद्यार्थ्यांसाठी शैक्षणिक हस्तक्षेप. औरंगाबाद: विद्या बुक्स.
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Association for Deaf, Washington DC.

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- Ling, D. (2002). Speech and the hearing-impaired child: Theory and practice. (2ndEd). Alexander Graham Bell Association for the Deaf. Washington, DC.

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- Sanders, D. A. (1993). Management of hearing handicap: Infants to elderly (3rd ed.). Englewood Cliffs, Prentice-Hall, New York.

- Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.

- VanRiper, C., & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7th Ed. Englewood Cliffs Prentice Hall Inc. NJ.

- Vasishta, Madan and Ahuja, Gayatri. An Introduction to Education of Deaf and Hard of Hearing Children.

READING AND REFLECTING ON TEXTS

Course code: SEDU-162-P   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

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

Learning Outcomes

After completing the course, the learners will be able to

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

MODULE 1: UNDERSTANDING LITERACY SKILLS

Unit 1: Reflections on Literacy:
1.1 Role of literacy in education, career and social life
1.2 Literacy and self esteem
1.3 Literacy and first language
1.4 Literacy of second language & educational bilingualism
1.5 Braille Literacy

Unit 2: Reflections on Reading and Comprehension
2.1 Reading – reading aloud, silent reading
2.2 Reading comprehension- learning to read and reading to learn(Chall's stages of reading)
2.3 Developing reading and reading comprehension from foundational to higher level; activities and strategies
2.4 Self regulation and Meta cognitive awareness for reading
2.5 Reading and reading comprehension amongst children with disabilities

Unit 3: Responding to Texts

3.1 Indicators of text comprehension: retelling, paraphrasing, summarizing, answering, predicting, commenting and discussing

3.2 Type of texts narrative, descriptive, directing, and argumentative

3.3 Responding to text - reports, policy documents, news, editorial, academic articles, advertisement, resume, story books and novels

3.4 Web search, digital and e-books

3.5 Reading preferences, reading for pleasure

Unit 4: Writing as a Process and Product

4.1 Writing as a process: language, grammar, vocabulary, spelling

4.2 Content, intent, audience and organization

4.3 Process of writing - handwriting, neatness, alignment and spacing

4.4 Self editing and peer editing using COPS (capitalisation, organisation, punctuation and spellings)

4.5 Evaluating Students Writing: Conceptualisation, appropriateness, complexity, organization and literary richness and originality and creativity.

Unit 5: Independent Writing

5.1 Writing: Picture description, expansion of ideas, essays, stories, poems, original writing

5.2 Professional writing: e.g. applications, agenda, minutes, note taking and others

5.3 Converting written information into graphical representation

5.4 Filling up Surveys, Forms, Feedback Responses, Checklists

5.5 Professional writing in special education and ethics

MODULE 2: Project of Activities / tasks (preparation, submission and presentation of the journal) Students have to do ANY SIX practice tasks as a project out of the options given here (preferably 3 from A and 3 from B) Students are expected to submit journal and make presentation:

  A. PRACTICING READING SKILLS

  1. Responding to recreational Reading Material (Narrations) by Retelling, Summarizing / concluding, Answering, Predicting, Commenting and Discussing (Any three)

  2. Responding to School Textbooks (Description) by Retelling, Summarizing, Answering, Predicting, Commenting and Discussing (Any three).

  3. Responding to Reports, Policy Documents & News (Expositions) by Retelling, Summarizing, Answering, Predicting, Commenting and Discussing (Any three)

  4. Responding to Editorial, Academic Articles, Advertisement Copy, Resume

(Argumentation) by Retelling, Summarizing, Answering, Predicting, Commenting and Discussing (Any three)

5. Practicing web search on a given topic
6. Practicing reading graphically presented information

B. PRACTICING INDEPENDENT WRITING SKILLS

7. Practicing Self Editing & Peer Editing of Sample Texts
8. Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization & Literary Richness
9. Practicing Writing: Picture Description/ Expansion Of Ideas / Essays / Stories
10. Practicing Daily Leaving Writing: Applications / Agenda - Minutes/ Note Taking
11. Practicing Converting Written Information in to Graphical Representation and writing book/movie review
12. Practicing Filling Up Surveys, Forms, Feedback Responses, Checklists

MODULE 3: Mid project interaction and feedback: Students are exposed to basic skills through workshops or subject seminars. They are grouped under the supervisors who review the progress of the practice and journal preparation by showing them role model responses. Students discuss and learn from each others. They improve the strategies and output on the basis of the feedback from supervisor and peers.

MODULE 4: Submission and presentation with reflections: Each student submits the journal and makes a presentation on reflections and learning. This presentation is to be attended by all supervisors and students – preferably also of first year and students from other disability.

Transactions

It is highly recommended that this course reaches meta-level understanding of own reading process by the student teachers. Hence lecturers are suggested to float the theory bare minimum focussing more on 'insights through practice sessions'. To keep the motivation high and complexity low the transactions must involve hands on activities based on the units of the course. The terminology used in units is more for the understanding of the lecturers than the student teachers since this is a newly introduced course in this revised syllabus. Experiential discussions, team tasks and internalising learning by doing are expected to obtain best outcomes. Evaluation must target process of reflecting upon own personalised insights into reading and responding to texts. Hence, entire internal assessment must focus on progressions through activities rather than written tests.

Course Work/ Practical/ Field Engagement

• Have a peer editing of independently written essays and discuss your reflections upon this experience

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

Recommended Readings

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टिळक, प . (2012). *वाचनकौशल्य आणि लेखनकौशल्याचा अभ्यास.* पुणे: डायमंड पब्लिकेशन .
• जोगळेकर, अ . (2015). *मुलांसाठी वाचन आणि अर्थबोध कौशल्ये.* मुंबई: पद्मा पब्लिकेशन .
• शिंदे, न . (2018). *भाषा शिक्षण: समज आणि संप्रेषण.* पुणे: श्री विद्या प्रकाशन .
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• बोरसे, अ . (2019). *शब्दविश्व आणि अर्थछटा.* नाशिक: स्पंदन प्रकाशन .
• चव्हाण, श . (2014). *मराठी भाषा आणि वाचन कौशल्य विकास.* पुणे: महाराष्ट्र बुक डिपो .
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• देशपांडे, पु . ल . (2005). *एक शून्य मी.* मुंबई: मौज प्रकाशन गृह .
• खांडेकर, वि . स . (2002). *आत्मयज्ञ.* मुंबई: पॉप्युलर प्रकाशन .
• एन .सी .ई .आर .टी . (2013). *वाचन व चिंतन: शिक्षक प्रशिक्षणासाठी मार्गदर्शक पुस्तक (मराठी अनुवाद) .* नवी दिल्ली: राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषद

• Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
• McCormick, S. (1999). Instructing students who have literacy problems.Merrill, New Jersy.
• Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
• Gallangher. K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers.
• Heller, R. (1998). Communicate clearly. DK Publishing, New York.
• Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners High Beam.
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• McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.
• Miller. D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades.Stenhouse Publishers, New York.
• Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language

teaching in English.Nityanutan Prakashan, Pune.

• Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.

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Strategies for Adolescent Readers. Stenhouse Publishers.

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https://www.landmarkoutreach.org/wp-content/uploads/Challs-Stages-of-Reading-Development.pdf

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DRAMA AND ART IN EDUCATION

Course Code: SEDU-163-P   **Credits: 02**
Hours: 60   **Marks: 50**

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

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

Learning outcomes
After completing the course learner will be able to

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

MODULE 1: UNDERSTANDING ART AND ART EDUCATION

Unit 1: Introduction to Art Education
1.1 Art and art education: Meaning, scope and perspectives
1.2 Breaking the stereotypes: understanding diversity and different perspectives within artistic expression
1.3 Artistic expression: Creative and emotional expression and regulation
1.4 Power of Art: classroom and beyond (e.g. changing disability narratives, sensitization and advocacy activities)
1.5 Adaptations, modifications, and strategies to facilitate learning and participation in cultural and community settings

Unit 2: Performing Arts: Dance and Music
2.1 Range of activities related to dance and music
2.2 Experiencing, responding and appreciating dance and music
2.3 Exposure to selective basic skills required for dance and music
2.4 Enhancing learning through movement, dance and music: strategies and adaptations
2.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 3: Performing Arts: Drama
3.1 Range of activities related to performing arts

3.2 Experiencing, responding and appreciating drama
3.3 Exposure to selective basic skills
3.4 Enhancing learning through role plays and drama: strategies and adaptations
3.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 4: Visual Arts
4.1 Range of activities related to visual arts
4.2 Experiencing, responding and appreciating visual arts
4.3 Exposure to selective basic skills
4.4 Enhancing learning through visual arts: strategies and adaptations
4.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 5: Media and Electronic Arts
5.1 Range of art activities in media and electronic art forms
5.2 Experiencing, responding and appreciating media and electronic arts
5.3 Role of ICT and exposure to selective basic skills
5.4 Enhancing learning through media and electronic art: strategies and adaptations
5.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

MODULE 2: Project of Activities / tasks (preparation, submission and presentation of the journal) Students have to do ANY SIX practice tasks as a project out of the options given here (preferably 3 from A and 3 from B) Students are expected to submit journal and make presentation:

A. PERFORMING ART

1. Learn Mudras / postures / Todas (or any basic skills) of classical dance. Submit summary
/ portfolio of it with reflections.

2. Learn voice modulation needed in dramatics. Submit summary / portfolio of it with reflections

3. Learn comprehending notations of music. Submit summary / portfolio of it with reflections

4. Prepare a short skit / street play / folk item for awareness on any social issue (This may be a group activity)

5. Select one art creation like music album / play / dance show etc and write critical appreciation with reflections

6. Review the adaptations required for children with various types of special needs while learning performing arts

   B. VISUAL / ELECTRONIC ART

7. Learn basic skills of still photography. Submit summary / portfolio of it with reflections.

8. Learn basic line drawings / stick figures to be used for developing teaching aids. Submit summary / portfolio of it with reflections.

9. Learn basic puppet making. Submit summary / portfolio of it with reflections.

10. Learn copy writing for advertisement. Submit summary / portfolio of it with reflections.

11. Carry out web search on Indian sculpture and submit a brief compilation.
12. Select one art creation like movie / painting / Advertisement / sculpture etc and write critical appreciation with reflections

MODULE 3: Mid project interaction and feedback: Students are exposed to basic skills through workshops or subject seminars. They are grouped under the supervisors who review the progress of the practice and journal preparation by showing them role model responses. Students discuss and learn from each others. They improve the strategies and output on the basis of the feedback from supervisors and peers.

MODULE 4: Submission and presentation with reflections: Each student submits the journal and makes a presentation on reflections and learning. This presentation is to be attended by all supervisors and students – preferably also of first year and students from other disability.

Transaction
The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.
• Lectures and discussions
• Collaborative Session
• Field visits
• Hands-on experiential demonstrations
• Student led workshops and seminars
• Self-study and use of online resources
• Presentations and projects

Course Work/ Practical/ Field Engagement
• Debates or performances to advocate opinions and thought processes

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

Recommended Readings

- **Mayienkar, S.** (2014). *संगीत, कला आणि शिक्षण* [Music, Arts and Education]. मुंबई: संस्कार प्रकाशन..
- **Ranade, A.** (2001). *भाषण व नाट्य विषयक विचार* [Thoughts on Speech and Drama]. मुंबई: श्रीराम सेंटर फॉर आर्ट अँड कल्चर.
- **Bhardwaj, S.** (2022). *Drama and Art in Education.* नवी दिल्ली: संकल्प प्रकाशन.
- **Singh, C., & Bohra, M.** (2020). *Drama & Art in Education (शिक्षा में नाटक एवं कला).* लखनऊ: ठाकुर पब्लिकेशन.
- **Kaur, J. R., & Pandey, S. K.** (2019). *Drama and Art in Education.* मेरठ: अनु बुक्स.
- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- Beyer, L.E. (2000). The arts, popular culture and social change. Falmer Press, London.
- Botton, A,D. and Armstrong, J. (2013). Art as Therapy. Phaidon Press, London
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. Teachers College Press, New York.
- Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11.
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London.
- Heller, R. (1999). Effective Leadership. DK Publishing, New York.
- Lewiecki-Wilson C., & Brueggemann, B. J. (2008). Disability and the teaching of writing: A critical sourcebook. Bedford/St. Martin's, Boston, MA.
- Nyman, L., &. Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154).National Art Education Association, Reston, VA.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts, New York.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai
- Ward, A. (1993). Sound and Music. Franklin Watts, New Yor

PART– III PRACTICAL
SEDU E3- DISABILITY SPECIALIZATION
Lesson Planning & Development of TLM

Course Code: SEDU-164-P   **Credits: 06**
Hours: 180   **Marks: 150**

Brief description:
Lesson plans are essential tools for educators, that aiding in imparting knowledge, skills, and competencies. It assists in guiding content delivery, organization, communication, and assessment. Through careful planning, educators engage students with accessible content, align activities with objectives, and ensure relevance. This particular practical component is focused to train learners in making effective lesson planning and preparing Teaching Learning Materials under the guidance of supervisors. This practicum will cover the areas mentioned in the table below:

Sr.No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hours	Submission	Marks
1	• Micro teaching , Obervation of Peers • Lesson Planning at different levels and of different subjects using the different modes of communication (EB, TC, oral)	Special School for children with hearing impairment	• Exploring the latest practices & formats in lesson planning. • Lesson planning at different levels and for different school subjects. • At least 4 Lessons in each stage (5+3+3+4)- Total 16 Lessons • Integrating hands on/ experiential learning, aspects of social emotional learning and	80	Lesson Plans	100

			relevant life skills while planning the lessons. • Designing relevant TLMs appropriate to the lessons.			
2	Lesson planning for cross-curricular activities		Lesson Planning for various cross-curricular activities such as theatre, arts,	20	Lesson Plans	15
			Sports, activities, social emotional learning and other life skills related areas.			
3	Content reading of school textbooks for all grades and adaptation of content of school subjects		• Content reading of school textbooks of all grades and reflecting on the same. • Preparing adaptations by selecting various topics related to different subjects (Language, Maths, History, Science, and poem).	30	Adapted content	15

| 4 | Development of Teaching Learning Material (TLM) based on principles of Universal Design of Learning (UDL) including Information and Communication Technology (ICT), and use of Artificial Intelligence (AI) | | • Collate list of resources in UDL for different lessons at different levels. (Including list of existing e-content in ISL, ICT tools, web resources etc.)
 • Development of TLMs for various lessons appropriate for various learning styles in classroom (Visual / Auditory / Kinesthetic / Reading / Tactile / combination of all)
 • Preparing TLMs such as Videos in ISL / PPTs or TLM using ICT for the teaching practice lessons | 50 | TLMs and List of Existing Resources | 20 |

			related to curriculum (5 topics of any subjects) • Develop TLMs for developing pre reading and pre writing skills (At least 3 each, including one in ISL) • Develop TLM for literacy development in deaf students. (At least 3 each, including one in ISL)			
TOTAL				**180**		150

SEMESTER III

Course code	Course Title	Credits	Hours	Internal marks	External marks	Total
SEDU-201-T	Supportive Skills for the Education of Children with Disabilities	2	60	10	40	50
Skill based Optional Course (ANY ONE)						
SEDU-202-T	Guidance and Counselling	2	60	10	40	50
SEDU-203-T	Positive Behaviour Supports					
SEDU-204-T	Early Childhood Care & Education					
SEDU-205-T	Community-Based Rehabilitation					
SEDU-206-T	Application of ICT in Classroom					
SEDU-207-T	Disability, SEDGs, and Gender					
SEDU-202-T	Guidance and Counselling					
SEDU-208T	ICT AI and Assistive Technology	2	60	10	40	50
SEDU-209-T	Basic Research and Basic Statistics	2	60	50	00	50
SEDU-210-P	Execution of Lesson (Teaching Practice)	6	180	150	00	150
SEDU-211-P	Supportive Skill Training (Assistive technologies)	2	60	50	00	50
SEDU-212-P	Internship in Inclusive School	4	120	100	00	100
	TOTAL	**20**	**660**	**380**	**120**	**500**

PART I- THEORY
SUPPORTIVE SKILLS FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

Course Code: SEDU-201-T   **Credits: 2**
Hours: 60   **Marks: 50**

Introduction:

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

Learning outcomes:

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

Unit 1: Welcoming and safe school environment
    1.1   Creating positive school climate, inclusive school policy, use of auditory, visual and tactile signage and icons
    1.2   Safe corridors, classrooms, windows with grills and student friendly spaces including toilets and drinking water
    1.3   Teaching and non-teaching staff displaying positive attitude and using inclusive respectable language
    1.4   Creating buddy systems, prevention of bullying, POCSO committee and redressal cell
    1.5   The power of embracing mistakes, rectifying and learning from failures

Unit 2: Basics of ISL, Tactile signs & Speech reading for students with HI or deafblindness or other disabilities
    2.1   Finger spelling and signing basic vocabulary of names, numbers, colours, days, months and question forms
    2.2   Signing class essentials such as home work, attendance, transport, family members, school subjects and school activities

2.3   Signing essential communications for curricular and cross curricular activities

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

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

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

3.1   Pre-Braille skills for the development of tactile sense

3.2   Introduction to Braille alphabets in English, Hindi and Braille of regional languages. Numerals, numbers and signs and symbols of basic operation in Braille

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

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

3.5   Use of Multimedia books, screen readers and magnifiers.

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

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

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

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

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

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

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

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

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

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

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

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

Transaction

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

Course work/Practical/Field Engagement

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

Recommended readings

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नूतन प्रकाशन.

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Web based reading

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- https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf
- https://mdu.ac.in/UpFiles/UpPdfFiles/2022/Jan/4_01-10-2022_16-23-18_Reading- Difficulties-Disabilities.pdf
- https://mural.maynoothuniversity.ie/2709/1/KD_Exploring_Language_and_Communication.pdf
- https://niepid.nic.in/LEARNING%20DISABILITIES.pdf
- https://niepmd.tn.nic.in/documents/Book_on_Deafblindness_040820.pdf
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- https://www.apa.org/pi/disability/resources/assessment-disabilities
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B6: Skill-based Optional Course (ANYONE)

SEDU-202-T	Guidance and Counselling
SEDU-203-T	Positive Behaviour Supports
SEDU-204-T	Early Childhood Care & Education
SEDU-205-T	Community-Based Rehabilitation
SEDU-206-T	Application of ICT in Classroom
SEDU-207-T	Disability, SEDGs, and Gender

Course Code: SEDU-202-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction:

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

Learning outcomes

After completing this course the learners will be able to

- Describe the concept and meaning of Counseling and Guidance.

- Apply the skills of guidance and counseling in classroom situations and with families of the students.

- Describe the process of development of self-image and self-esteem.

- Discuss the types of counseling and guidance in special school and inclusive settings.

- Narrate the importance and scope of family counseling

Unit 1: Introduction to Guidance and Counseling

1.1. Guidance and Counseling: Definition and Aims

1.2. Areas of Guidance and Counseling

1.3. Core conditions in counseling

1.4. Skills and competencies of a Counselor

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

Unit 2: Applying Guidance and Counseling skills

2.1. Differentiating counseling and guidance

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

2.3. Counselor as a good listener

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

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

Unit 3: Enhancing Self Image and Self Esteem

3.1. Concept of Self as a human being.

3.2. Understanding emotions, feelings and changes

3.3. Growth to autonomy

3.4. Personality development – role of the counselor

3.5. Role of teacher in developing in children, self-esteem and respecting feelings of others

Unit 4: Guidance and Counseling in Inclusive Education

4.1. Current status with reference to Indian schools

4.2. Types of Counseling: non directional, Child-centered, supportive, family members

4.3. Guidance in Formal and Informal situations: Within and outside classroom, vocational guidance

4.4. Group guidance: Group leadership styles and group processes

4.5. Challenges in group guidance

Unit 5: Family counseling of students with special educational needs

5.1. Importance of establishing rapport with the family members.

5.2. Addressing family as a unit with focus on the student with special educational need.

5.3. Counseling siblings and other extended family members

5.4. Connecting home and school – collaboration with school teachers and family

5.5. Record maintenance of guidance and counseling interventions.

Transaction

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

Course work/Practical/Field Engagement

I. Counselling and report writing on a selected client/family

II. Conduct of a simulated parent counselling session

III. Review documents on vocational guidance and write an essay.

Recommended Readings

- पवार, के. एस., अंधाळे, बी. एस., जगताप, पी. ए., & आहेर, आर. आर. (2015). *मार्गदर्शन आणि समुपदेशन.* सक्सेस पब्लिकेशन्स. [Kopykitab](#)
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Course Code: SEDU-203-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction:
Positive Behaviour Interventions and Supports (PBIS) is the current trend in helping students to learn and exhibit the appropriate behaviour contextually. The PBIS strategies are not just directed towards students with disabilities but planned in such a way that all students in the school benefit from it. If planned and implemented in the right manner, PBIS is one of the best ways to help students in special as well as inclusive educational settings. The techniques involve the students in planning the behavioural expectations and the consequences if not followed thus making the whole process a participatory technique. This unit will elaborate on the planning and implementation of PBIS in schools.

Learning Outcomes:

After undertaking the course the learners will be able to

- Explain the concept and historical perspectives of behaviour
- Narrate the need for implementing schoolwide positive behavioural strategies
- Plan positive behavioural intervention and support (PBIS) for the class
- Demonstrate competency in implementing the three-tier system of PBIS
- Illustrate the role of teachers and other stakeholders in implementing schoolwide PBIS

Unit 1: Understanding Behaviour

1.1   Behaviour – Historic perspective, classical conditioning, operant conditioning and other methods used in promoting appropriate behaviour
1.2   Understanding behaviours – Definition, features, topography and functions of behaviour
1.3   Understanding the communicative and non-communicative functions of behaviours
1.4   Role of internal factors (pain, hormones, sleep, physical and mental health and medication)
1.5   Role of external factors (unpredictability, lack of clarity, sudden changes)

Unit 2: Positive Behavioural Intervention and Support
2.1   Concept and focus: Promoting academic success and facilitating positive behaviour
2.2   Basic elements of the practice of PBIS: expected outcome, evidence-based practices, collection of data
2.3 Basis of PBIS: Fostering safe and positive relationships, fair and predictable consequences, and review of environmental modifications
2.4 Extent of support based on the nature of the behaviour being addressed
2.5 Overall classroom environment and management

Unit 3: Implementing PBIS
3.1 The three-tier system of implementing PBIS – Tier 1 Primary Prevention, Tier 2 Secondary Prevention and Intervention, Tier 3 Tertiary Prevention and Intervention
3.2 Involvement of students in planning and implementing

3.3 Developing PBIS matrix

3.4 Monitoring implementation

3.5 Points to consider for successful implementation of PBIS

Unit 4: Positive Strategies for Behaviour Support

4.1   Proactive, active and reactive strategies

4.2   Using interests, structure and visual strategies to promote positive behaviours

4.3   Providing choices, agency and control

4.4   Focus on emotional regulation

4.5   Limitations and negative impact of the use of aversive techniques and punishment procedures

Unit 5: Promoting Positive Support

5.1.   Functional Analysis of Behaviour and Intervention

5.2.   Differentiating between shutdowns, meltdowns and tantrums

5.3.   Understanding focused interests and motivations

5.4.   Importance and benefits of self-stimulatory behaviours

5.5.   Understanding sensory processing

Transaction

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

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

Course work/Practical/Field Engagement

- Observe an individual, identify behaviours that interfere with learning and carry out a functional analysis.
- Critically review the behaviours that interfere with the learning of persons with disabilities and provide their perspective of why might that behaviour be important for them.
- Prepare a matrix for a class of your choice to exercise Tier 1.
- Develop an individualised plan for different settings: educational, home, public places

Recommended Readings

- पाटील, एस. आर. (2016). *मानव विकास आणि बालमानसशास्त्र*. पुणे: नूतन प्रकाशन.
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- Timothy and William, J (2019) Applied behavioural analysis. Boston: Pearson Publishers.
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- *Behavioural Intervention and Supports.* http://pbis.org/school/what_is_swpbs.aspx Whitman, M.A. (1975) Behaviour Modification: Introduction and Implications , 24 DePaul L. Rev. 949 Available at: https://via.library.depaul.edu/law-review/vol24/iss4/6

Websites
-    https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis
-    https://www.researchgate.net/deref/http%3A%2F%2Fpbi.sagepub.com%2F
-    https://doi.org/10.1002/pits.22209
-    Culturally responsive practices and PBIS. Annotated bibliography. https://files.eric.ed.gov/fulltext/ED601040.pdf
-    https://cdn.ymaws.com/member.tash.org/resource/resmgr/Webinars/2016/2016-PBIS- Webinar/1990_JASH_Toward_Nonaversive.pdf
-    https://mn.gov/mnddc/positive_behavior_supports/pdf/From-Behavior-Management-to- Positive-Behavioral-Supports.pdf
-    https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-Implementing- Positive-Behavioural-Systems-at-You-School-2017.pdf

EARLY CHILDHOOD CARE AND EDUCATION

Course Code:SEDU-204-T   **Credits: 02**
Hours: 60   **Marks:50**

Introduction

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

Learning outcomes

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

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

Unit 1: The Early Years: An Overview

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

Unit2: Early Childhood Education & Intervention

2.1 Young children at risk as a result of physical and environmental factors and those resulting from individual and family circumstances.
2.2 Developmental checklists for screening & referrals
2.3 Developmental Systems Model for Early Intervention
2.4 Cross disability approach for early intervention
2.5 Play as a tool for screening children

Unit 3: Requirements and provisions for Inclusive ECE

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

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

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

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

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

Unit 4 Inclusive Pedagogical practices

4.1 Integrating Theories of Development into pedagogical practices

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

4.3 UDL based activities in ECCE

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

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

Unit 5 School Readiness and Transitions

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

5.2 Indicators of school readiness

5.3 NIPUN Bharat's Goals and competencies for school readiness

5.4 Transitioning from Home to inclusive ECCE

5.5 Transitioning from inclusive ECCE to inclusive schools

Practical/ Field Engagements

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

Transactions

Visits, Observations & Workshops.

Suggested Readings

- पाटील, एस. आर. (2016). *बालविकास आणि शिक्षण.* पुणे: नूतन प्रकाशन.
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- Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4th Ed). U.K: Prentice Hall.
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- Desparabhu, S. (2019). Early Childhood Special Education – An Introduction. Kanishka Publishers, Distributors. New Delhi
- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.
- Cross Framework for Cross Disability Early Intervention & School Readiness PEHAL (Birth to 3 years) NIPUN Inclusive (3 to 6 years) RCI DEPwD of MSJE
  https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf
- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention:Brookes Publication.
- Klausmeir, H. J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy fortesting applications of theory. New York: Academic Press.
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- Mohite, P. & Prochner, L. (2008). Early Childhood Care and Education. Concept publishing Company. New Delhi.
- NCFFS (2022) National Curricular for Foundational Stage, NCERT, DOSEL, MoE New Delhi
- Sen Gupta, M. (2009). Early Childhood Care and Education. PHI Learning Private Limited. New Delhi.
- Venkatacharya, P., Reddy, K. S. & Shridevi, k. (2018). Early Childhood Care and Education. Neelkamal Publications Private Limited. New Delhi.

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- https://ncert.nic.in/dee/pdf/smooth_successful.pdf
- https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- https://www.right-to-education.org/issue-page/early-childhood-care-and-education
- https://itpd.ncert.gov.in/pluginfile.php/1541285/mod_resource/content/1/1_7_eng_ecce_in_india.pdf

Course Code: SEDU-205-T   **Credits: 02**
Hours: 60   **Marks: 50**

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

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

Unit 1: Introduction to Community Based Rehabilitation (CBR)
1.1 Concept and Definition of CBR
1.2 Principles of CBR
1.3 Difference between CBR and Institutional Living
1.4 Socio-cultural and Economic Contexts of CBR
1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR
2.1 Awareness Program-Types and Methods
2.2 Advocacy - Citizen and Self
2.3 Focus Group Discussion
2.4 Family Counselling and Family Support Groups
2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR
3.1 School Education: Person-Centred Planning, and Peer Group Support
3.2 Transition: Individual Transition Plan, Development of Self Determination and
Self Management Skills
3.3 Community Related Vocational Training
3.4 Skill Training for Living within Community
3.5 Community Based Employment and Higher Education

Unit 4: Inclusive Community Development
4.1 Community, Disability and Development
4.2 Mapping of resources in the community
4.3 Advocacy and collaboration with government departments

4.4 Identifying needs of families and developing IFSP

4.5 Disability and poverty

Unit 5: Mobilising Community for inclusion of persons with disabilities
5.1 Promoting OPD and their roles in CBR
5.2 Promoting Sibling Groups
5.3 Inclusion of PwDs in SHG
5.4 Inclusion of PwDs in Panchayat-Raj
5.5 Participatory approach of CBR

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

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

Recommended readings

• पाटील, एस. आर. (2016). *अपंग पुनर्वसन आणि समाजाधारित पुनर्वसन.* पुणे: नूतन प्रकाशन..

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• McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries fo People with Disabilities, P.H. Brookes, Baltimore.

• Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.

• Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.

• Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances (2014). Ministry of Social Welfare, Govt. of India, New Delhi.

• Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.

• WHO .(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)

• WHO .(1984). "Rehabilitation For AII" in World Health Magazine, WHO, Geneva.

APPLICATION OF ICT IN EDUCATION

Course Code: SEDU-206-T   **Credits: 02**
 Hours: 60   **Marks:50**

Introduction

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

Learning Outcomes

 After completing the course, the learners will be able to

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

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

1.1 Meaning, Definitions and Importance of ICT

1.2 Scope of ICT in Teaching Learning Process, Assessment, Administration and Research

1.3 Role of ICT in 'Construction of Knowledge' (Constructivism & ICT)

1.4 Integrating ICT in Special Education and its Application

1.4 Challenges of ICT in Education

Unit 2: ICT, Computer and Communications

2.1 Communicative Skills & ICT (Supporting Listening, Speaking, Reading & Writing for different groups)

2.2 Mass Communication Media: Radio, Television, Newspaper, Magazines, Internet based SocialMedia

2.3 Computers: Functional Knowledge, Using Word Processing, Spreadsheet and Presentation Software

2.4 Computer as a Learning Tool: Effective Browsing; Cross Collating Knowledge from Varied Sources

2.5 Communication with Stakeholders & Use of ICT

Unit 3: Visualising Technology-Supported Learning Situations

3.1 Preparation of Learning Schemes and Planning Interactive Use of ICT

3.2 Developing PPT Slide Show for Classroom

3.3 Organising virtual classroom and virtual meetings

3.4 Organizing Teleconferencing and Video-Conferencing

3.5 Assessment Strategies and Scope of ICT

Unit 4: ICT Ecosystem for Inclusive Education

4.1 Creating ICT Ecosystem in the school for inclusive education– hardware, software –

4.2 Use of OERs; Free and Open Source Software (FOSS)

4.3 Assistive Technologies and ICT for planning and classroom management

4.4 MOOCs, e groups, e-forums, etc (National level Initiatives)

4.5 E-Classroom: Concept, and Required Adaptations for Students with Disabilities

Unit 5: Policy, Legal & Ethical Concerns

5.1 Security Threats and Measures; Cyber privacy and Netiquette

5.2 National Level initiatives for promotion of E-learning

5.3 Ethical Practices; Cyber laws and Child Safety

5.4 International and National Policy concerns on Use of ICT in education

5.5 Overview of WCAG (Web Content Access Guidelines)

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

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

IV. Enrol and complete MOOC courses in Swayam Portal

V. Analyse OERs on National Platform, write the features and characteristics of these OERs

Suggested Reading

- Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education.
- Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press, Maidenhead.
- CEMCA (2016). Resource Book on ICT Integrated Teacher Education. The Commonwealth Educational Media Centre for Asia (CEMCA).
- UNESCO (2023). UNESCO's ICT Competency Framework for Teachers

Course Code: SEDU-207-T   **Credits: 02**
Hours: 60   **Marks:50**

Introduction

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

Learning Outcomes

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

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

Unit 1: Human Rights, human values and disability
 1.1 Human rights-based approach: Concept, history and advantages
 1.2 Principles of human rights-based approach- Equality and non-discrimination, universality & inalienability, participation and inclusion, interdependence and interrelatedness, accountability and rule of law
 1.3 Instruments of human rights system- Legal frameworks, policies & programmes, resources and supports, public awareness-information, education and communication (IEC), establishments, networking and collaborations with different societal spheres
 1.4 Human values and disability- Social existence of disability, human diversity and rights, empowerment, enforceability, indivisibility, participation, legal and social protection, safety and security, and advocacy
 1.5 Socio-Economically Disadvantaged Groups (SEDGs) and human empowerment–

1.6 SEDGs- social and legal identities, their socio-economic conditions, empowerment provisions for their

health care, education, employment, legal protection and justice, accessible public spaces and services, social inclusion and community participation.

Unit 2: Gender Identity and disability

2.1 Gender and socialization practices - gender and sex, stigma and discrimination, gender roles and responsibilities, socialization of boys, girls and transgender in family and society.

2.2 Disability and socialization practices- gendered disability, stigma and discrimination, violence, individuals with disability and their roles and responsibilities, socialization of boys, girls and transgender with disability in family and society.

2.3 Legal safe guards for girls and transgender with and without disability- Constitutional provisions, PWDV Act 2005, POCSO-2012, JJ Act 2015, RTE (amendment) Act 2012 and, RPwD Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Criminal Law (Amendment) Act, 2013 & 2018

2.4 Gendered experience of students with disability- Residential and non-residential schools, classrooms and beyond, curriculum, learning activities, textbooks, assessment, equity and social role valorization, implications for teaching and learning in different learning centres.

2.5 Educational initiatives and teachers' role: Policy, schemes and programmes, gender inclusion fund, measures for empowerment of girls, women and transgender with disability on enhancing quality of their socio-economic conditions, education, health (including sexual, reproductive and mental health), employment, life-style.

Unit 3: Disability and Socio-cultural groups

3.1 Socio-Cultural Groups- Constitutional and social identities, educational and social rights, policy and programmes for scheduled tribes, scheduled castes, other backward classes, linguistic and religious minority groups.

3.2 Socio-educational issues and concerns- marginalization, discrimination and social exclusion, harassment, poverty, social mores & customs, language, inaccessibility to quality schools.

3.3 Gendered disability among socio-cultural groups- multiple and compound impacts of disability and disadvanatgedness, lack of resources and supports, underrepresentation in schools.

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

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

Unit 4: Disability and Geographical conditions

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

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

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

4.3 Educational initiatives in difficult terrains: Government schemes and programmes, intervention in aspirational districts, PM- New15 point programmes, Special Education Zones, Special Education Zones, residential schooling, alternative forms of schooling, scholarships and other incentive schemes.

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

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

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

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

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

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

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

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

Transaction

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

Course work/Practicum/Field Engagement

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

Recommended Readings

- पाटील, एस. आर. (2016). *मानव विकास आणि बालमानसशास्त्र.* पुणे: नूतन प्रकाशन.
- जोशी, पी. एस. (2018). *बालविकास व शिक्षण.* पुणे: डायमंड पब्लिकेशन.
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- शिंदे, ए. पी. (2020). *बालकांचा सर्वांगीण विकास.* पुणे: सक्षम पब्लिकेशन.
- मोहळकर, एम. एन. (2015). *समाजशास्त्रातील लिंगभेद व सामाजिक न्याय.* औरंगाबाद: प्रभात प्रकाशन.
- UNESCO. (2011). *Including the excluded: Meeting diversity in education.* Paris: United Nations Educational, Scientific and Cultural Organization.
- NCPCR. (2016). *Guidelines for Gender Inclusion in Education.* New Delhi: National Commission for Protection of Child Rights.
- Bhatnagar, A., & Gupta, N. (2020). *Inclusive Education for Children with Special Needs.* New Delhi: Ramesh Publishing House.
- RCI (Rehabilitation Council of India). (2021). *Revised Curriculum Framework – Disability, Gender and SEDGs.* New Delhi: RCI.
- Namita, M., & Yadav, P. (2024). *Disability, SEDGs and Gender (Based on Integrated B.Ed-M.Ed Special Education Syllabus).* New Delhi: Renova International Publications.
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- DGS (2021). Inclusion of Transgender Children in School Education: Concerns and Roadmap. Department of Gender Studies, National Council of Educational Research and Training, New Delhi.
- DoSEL (2020). National Education Policy-2020. Department of School Education and Literacy. Ministry of Human Resource Development (Now Ministry of Education), New Delhi.
- Ghosh, M. (2015). Disability and women: A Note on theTribal Aboriginals in Darjeeling Hills. International Journal of Scientific Research, 4(4), doi:10.36106/ijsr
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- Habib, L. A. (1997). Gender and Disability: Women's Experiences in the Middle East. Oxfam, UK.

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- Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.

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- NCERT (2013). Training Material for Teacher Educators on Gender Equality and Empowerment. National Council of Educational Research and Training, New Delhi.

- NCERT (2017). Minority Education- Policies, Programmes and Schemes-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.

- NCERT (2017). Modules for Enhancement of Quality Education-Issues, Challenges and Concerns of Scheduled Castes (A Training Package). National Council of Educational Research and Training, New Delhi.

- NCERT (2020). Inclusion in Education-A Manual for School Management Committee. National Council of Educational Research and Training, New Delhi.

- NCERT (2020). Inclusion in Education-A Manual for School Management Committee. National Council of Educational Research and Training, New Delhi.

- NCERT (2021). Educational Rights of Children with Special Needs-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.

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- Pal, G.C. (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series, Indian Institute of Dalit Studies, New Delhi.

- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. Atlantic Economic Journal, 38(4), 465-466.

- Ridgeway, C. L. (2011). Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press, New York.

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- SCSTRTI (nd). Study on Cost Disability in TSP Areas of Chhattisgarh, Jharkhand and Odisha, Scheduled Caste and Scheduled Tribe Research and Training Institution, Govt. of Odisha.

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- The Criminal Law Amendment Act 2013, available at The_Criminal_Law_Amendment_Act_2013_0.pdf

- The Juvenile Justice (Care and Prtection of Children) Act, 2015, available at https://www.indiacode.nic.in/bitstream/123456789/8864/1/201602.juvenile2015pdf.pdf

- The Protection of Children from Sexula Offences Act, 2012, available at
- https://lddashboard.legislative.gov.in/sites/default/files/The_Protection_of_Children_from_Sexual_Offences_Act_2012.pdf
- The Protection of Women from Domestic Violence Act, 2005, available at
- https://lddashboard.legislative.gov.in/sites/default/files/A2005-43.pdf
- The Right of Children to Free and Compulsory Education Amendment Act 2012, available at https://www.ldexplained.org/wp-content/uploads/2022/01/Right-of-Children-to-Free-and- Compulsory-Education-Amendment-Act-2012-English-Copiable_Searchable.pdf
- The Rights of Persons with Disabilities Act, 2016, available at https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf
- The Transgender Persons (Protection of Rights) Act 2019 https://thc.nic.in/Central_Governmental_Acts/Transgender_Persons_(Protection_of_Rights)_Act,_2019.pdf
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TECHNOLOGY AND DISABILITY

Course Code:SEDU-208-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

Technology plays a vital role in development including teaching and learning processes. It is especially beneficial to children with hearing impairment to access information through different modalities which otherwise would have been inaccessible to them. Use of technology eases out the process of learning and makes it easier, enjoyable and meaningful. The said course is designed to provide the learners with knowledge of technology so that the same could be used effectively for children with hearing impairment.

Learning Outcomes

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

- Enumerate various listening devices and describe ways of effective usage and maintenance.
- Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.
- Narrate the range of technological applications that can be used for facilitating communication and language.
- Explain the present and future technologies facilitating the education of children with hearing impairment.
- Identify different resources (financial & human) to obtain technology.

Unit 1: Listening Devices and Classroom Acoustics

1.1   Listening devices: Types (Individual & Group), functioning of hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures, care, maintenance and basic troubleshooting of hearing aids.

1.2   Ear moulds: Types, importance, care & maintenance.

1.3   Classroom amplification devices: Speech Trainer, Hard wire, loop induction, infra- red & FM systems, their importance in educational management.

1.4   Cochlear implant, middle ear implant, bone conduction implant, & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme.

1.5 Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance.

Unit 2: Technology for Management of Speech

2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer).

2.2 Use of computer-based speech equipment for management of voice in children with hearing impairment.

2.3 Use of computer-based speech equipment for management of supra-segmental features of speech in children with hearing impairment.

2.4 Basic infrastructure required for using computer-based speech training aids/equipment.

2.5 Tele speech therapy.

Unit 3: Technology for Facilitating Language & Communication

3.1 Low-cost technology and its application in the development of teaching learning material.

3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, search engines, online learning material, Language Apps.

3.3 Web based technology for ISL.

3.4 Sign to text and Text to sign technology and Closed captioning.

3.5 Augmentative and Alternative communication (AAC) for children with hearing impairment with additional/associating concerns.

Unit 4: Technology for Facilitating Education

4.1 Impact of Technology on Education: Evolving Trends.

4.2 Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer- based learning & self-learning packages, Multimedia).

4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and real time Captioning.

4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning.

4.5   Universal Design of Learning: Meaning & Scope.

Unit 5: Resource Mobilization for Technology

5.1   Agencies for Aids & Appliances: Government and non-government.

5.2   Eligibility criteria for availing funding under Government schemes.

5.3   Procedure for availing funding from different agents.

5.4   Challenges encountered with cost involved in maintenance of devices
       after availing funding and ways to overcome.

5.5   Locating Human Resources for Services and Referrals

Course work/Practical//Field Engagement

- Draw a neat, labelled block diagram of hearing aid. Prepare a list of tips for minor troubleshooting.

- Prepare a list of agencies for procuring equipment and software for teaching speech.

- Make a multimedia story using web-based content, pictures, images and video clips.

- Compile different educational apps which use ISL.

- Compile a list of government and non-government funding schemes and agencies for aids & appliances.

Transaction & Evaluation

       Lecture cum Demonstrations, Self-study, Assignments, Seminar, Debate, Quiz.

Suggested Readings

- पवार, रमेश (२०१७). तंत्रज्ञान आणि अपंगत्व. पुणे: नित्य नूतन प्रकाशन.

- जाधव, किशोर (२०१८). श्रवणबाधितांसाठी तंत्रज्ञान. नागपूर: विद्या प्रकाशन.

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- Stewart, D. A., & Kluwin, T. N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. Allyn & Bacon, London.

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BASIC RESEARCH AND BASIC STATISTICS

Course code: SEDU-209-T   **Credits:2**
 Hours: 60   **Marks: 50**

Introduction:

Developing holistic and capable learners in the ever-changing educational world requires incorporating basic research and statistics. As the foundation of academic study, basic research introduces students to explore theories and methods and helps them get a deep understanding of the subjects they have chosen. Their intellectual curiosity is stimulated by this core knowledge, which also develops critical thinking abilities in youths, allowing them to evaluate data and identify gaps in their understanding.

Learning outcomes:

 After completing the course the learner will be able to:

- Describe the concept, meaning and methods of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting a research.
- Apply suitable measures for data organization and analysis.
- Able to interpret the results and present research report
- Understanding the principles of structuring and organizing research reports, including the introduction, literature review, methodology, results, discussion, and conclusion.

Unit 1: Introduction to Research

1.1 Research: Concept, Meaning, and importance of research
1.2 Characteristics of Research
1.3 Purpose of research
1.4 Methods of Research
     Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/ Empirical
1.5 Research in Education and Special Education

Unit 2: Process of Research and Action Research

2.1 Process of Research
    - Selection of Problem
    - Formulation of Hypothesis
    - Collection of Data
    - Analysis of Data & Conclusion
2.2 Research Proposal Writing
2.3 Action Research in Teaching Learning process
2.4 Steps in Action Research
2.5 Professional Competencies for Action Research

Unit 3: Fundamentals of Research

3.1 Research Design – concept, types and its uses

3.2 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

3.3 Standardization of Tool- Reliability and Validity

3.4 Sample and Sampling Techniques

3.5 Data Collection and Organization of data: Array, Grouped distribution, Normal Distribution Curve

Unit 4: Measurement and Analysis of Data

4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio

4.2 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation,

4.3 Correlation: Product Moment and Rank Order Correlation

4.4 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, radar

4.5 Computer assisted statistical analysis softwares

Unit 5: Research Report Writing

5.1 Interpretation of Data

5.2 Report Writing

5.3 Publication of Research Articles

5.4 Ethics in Research

5.5 Recent trends in research in special education

Transaction

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research
- Student-Centric Discussion
- VAK Teaching
- Spaced Learning
- Differentiated Instruction
- Dual Coding
- Flipped Classroom
- Lecture method
- Demonstrative method
- Interrogative method
- Active method
- Experimental method
- Heuristic method

Course work/Practical/Field Engagement

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

Recommended readings

- मोरे, सुनंदा (२०१६). संशोधन पद्धती आणि संख्याशास्त्र. पुणे: नित्य नूतन प्रकाशन.
- चौधरी, प्रतिभा (२०१७). शैक्षणिक संशोधनाची मूलतत्वे. नागपूर: विद्या प्रकाशन.
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- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
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- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
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- P.K. Mohanty & S.K. Patel (2019), Basic Statistics 2nd Edition, Scientific Publishers

- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.

- Robert et. al. (2012) Basic Statistics for Social Research: 38 (Research Methods for the Historys), Jossey-Bass Publication

- Vimal Agarwal (2022), Basic Research Methodology And Statistics, SBPD Publications

- Y.K. Singh (2006), Fundamental of Research Methodology and Statistics, New Age International P Limited, Publishers, New Delhi

- https://ori.hhs.gov/module-3-elements-research

- https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20r esearch%20report.

- https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf

- https://statisticsbyjim.com/basics/descriptive-inferential-statistics/

- https://makemeanalyst.com/basic-statistics-for-data-analysis/

https://www.scribbr.com/methodology/research-ethics/

Part II - PRACTICAL (E4, F1 & F3)
EXECUTION OF LESSON (TEACHING PRACTICE)

Course Code: SEDU-210-P   **Credits: 06**
Hours: 180   **Marks :150**

Brief description: Teaching practice allows student teachers to practice the art and science of teaching, under the supervision and support of experienced teachers. This particular practical of Teaching Practice is an opportunity for aspiring teachers to understand the role and operation of how the schooling is done. This field experience provides a challenging nonetheless rewarding experience of working with students in actual classrooms and acquiring professional competence. This practicum will cover the areas mentioned in the table below:

Sr. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hours	Submission	Marks
1	Undertaking teaching practice lessons at different levels and of different subjects using the different modes of communication (EB, TC, Oral)	Special schools, Inclusive schools	Undertaking teaching practice lessons for the CWHI related to curriculum at different levels At least 4 Lessons in each stage (5+3+3+4) Integrating hands on/ experiential learning, aspects of social emotional learning and relevant life skills in teaching practice. Total -15 Lesson Major Disability school 10 lesson Inclusive School	120	Journal with reports & reflections	80

2	Undertaking cross-curricular teaching		Teaching practice in various cross-curricular activities such as theatre, arts, sports, activities, social emotional learning and other life skills related areas. (At least 10 lessons) Total -10 lesson Major Disability school	20		25
3	Assessment and implementation of Individualised Educational Plan (IEP) for school readiness		Preparing IEP for two CWHI (10 IEP for each student) a) Assessment of the students b) Preparing IEPs based on the result of assessment c)Implementation of IEP	20		30
4	Creating bilingual videos for teaching topics at different levels and of different subjects		Creating bilingual videos (ISL & English/Hindi/other language) for teaching topics at different levels and of different Subjects. (At least 10)	20		15
TOTAL				**180**		**150**

SUPPORTIVE SKILL TRAINING (ASSISTIVE TECHNOLOGIES)

Course Code: SEDU-211-P   **Credits: 02**

Hours: 60   **Marks: 50**

Sl. No.	Tasks	Educational settings	Specific activities	Hours	Submissions	Marks
1	Types of hearing devices used with PwHI	Audiology clinic	Use demo kits/posters/videos or dummies to look at the different type of individual and group hearing devices available for PwHI and understand their advantages and limitations and Selection criteria.	5	Journal	03
2	Listening check of hearing devices	Institute / Clinic	- Carrying out daily listening checks on devices of children with hearing impairment (5 children)	5	Reports in journal	02
3	Developing a pamphlet/poster/ video for describing care and maintenance of hearing devices to parents of CwHI	Institute / Clinic	- Understand the Dos and Don'ts for care and maintenance of hearing aids, cochlear implants, group hearing devices - Put down the points along with graphics, illustrations in simple language for use with parents/family members. - Use the developed material to explain care and maintenance to parents of CwHI (5 children)	10	Prepared material	05

4	Troubleshooting of hearing aids and cochlear implants	Audiology clinic	- Observe the audiologist performing troubleshooting of child's devices (2 children) - Troubleshoot devices of CwHI (2 children)	5	Observation report	03
5	Hearing Assistive Technology	Hearing and speech Clinic	• Compile a list of hearing assistive technology/ assistive listening devices available for PwHI, including alerting devices,	5	Prepared list in journal	02
			in terms of their providers, pricing, etc.			
6	Schemes for procurement of hearing devices	Hearing and speech Clinic	• Prepare a list of all available schemes that provide different types of hearing devices to PwHI and list the provisions under the schemes.	5		05
7	Listening training		Prepare and demonstrate lesson plans for listening training for children • Below 2 years (2 plans) • Between 2 to 5 years (2 plans) • Above 5 years (2 children)	10		10

8	Speech intervention	Clinic	- List out the available devices for speech teaching and correction, including various Apps. - Observing individual speech teaching sessions (2 children) - Observing group teaching sessions(2 children) - Planning and executing lesson planfor teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	15		20
			TOTAL	**60**		**50**

INTERNSHIP AT INCLUSIVE SCHOOL

Course Code: SEDU-212-P   **Credits: 4**
Hours: 120   **Marks: 100**

Brief description: This practicum specifically focuses on undergoing internship program in the Inclusive school set up. It also focuses on the hands on experience in undertaking responsibility by assisting the special Educators / mainstream teachers in the inclusive schools.

Sr. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs. 120	Submissions	Marks
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	10	Report with reflections	05
2	Barrier Free Environment at an Inclusive school		Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school	05		10
3	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	05		05
4	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing	50		40

			TLM &Planning celebrations			20
5	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30		
6	Student evaluation		Assist the teachers in developing Teacher made tests, conducting unit tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	20		20
			TOTAL	**120**		100

SEMESTER IV

Course code	Course Title	Credits	Hours	Internal marks	External marks	Total
SEDU-251-T	Life skills across Life span	2	60	10	40	50
SEDU-252-T	Psycho-social and Family Issues	2	60	10	40	50
SEDU-253-P	Nurturing Employability Skills in PwDs	2	60	50	00	50
SEDU-254-P	Internship in Disability Specialization	10	300	250	00	250
SEDU-255-P	Internship in other disability	4	120	100	00	100
TOTAL		**20**	**540**	**420**	**80**	**500**

LIFE SKILLS ACROSS LIFE SPAN

Course Code: SEDU-251-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction:

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

Learning outcomes:

After completing the course the learner will be able to:
- Critically evaluate the necessity and relevance of appropriate life skills development
- Make individualized adaptions to teach skills across diverse learners
- Plan for transitions at various life stages
- Understand and implement strategies to promote SEL and other critical life skills in individuals with disabilities

Unit1: Foundations of Life Skills Education

1.1 Introduction to life skills

1.2 Theoretical frameworks supporting life skills development

1.3 Developmentally appropriate life skills across different life stages

1.4 Relevance of life skills for children with disabilities

1.5 Ethical, inclusive and experiential practices

Unit2: Adapting Life Skills for Diverse Learners

2.1 Adaptive and differentiated instruction in life skills

2.2 Assistive technology, AACs in teaching life skills

2.3 Individualized Education Plans (IEPs) for life skills

2.4 Addressing challenges

2.5 Transition planning for life after school

Unit3: Promoting Social-Emotional Learning (SEL) and Personal Competencies

3.1 Understanding emotions and emotional regulation

3.2 Strategies for emotional regulation and self-management

3.3 Social awareness and empathy

3.4 Parent, caregiver and professional's role in supporting social and emotional learning

3.5 Methods for Influencing the socio-emotional Development of individuals with special Needs: insights from Current Research

Unit4: Teaching Critical Life Skills

4.1. Perspective taking, critical thinking and problem-solving, executive functioning

4.2. Social (interpersonal skills and conflict resolution), Communication skills (Verbal, non-verbal, AACs) and Emotional Regulation (identification, expression and stress management)

4.3. Self-care, personal hygiene, privacy and sexuality, and independent living

4.4. Financial literacy and functional life skills (home, educational, training and employment setup)

4.5. Leadership and self-advocacy, community participation, rights, leisure and recreation

Unit5: Collaborative Approaches in Life Skills Education

5.1 Interdisciplinary collaboration

5.2 Family-professional partnerships

5.3 Community engagement for life skills

5.4 Peer-mediated instruction

5.5 Real-life education through life skills: innovations and best practices in special education

Transaction

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

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

Course work/Practical/Field Engagement

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

Recommended Readings

- जाधव, माधुरी (२०१७). जीवन कौशल्यांचा विकास. पुणे: निय नूतन प्रकाशन.
- सावंत, सुचेता (२०१८). विशेष विद्यार्थ्यांसाठी जीवन कौशल्ये. नागपूर: विद्या प्रकाशन.
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- Life Skills Curriculum in India and research (https://dreamadream.org/life-skills-curriculum/ & https://dreamadream.org/financialstype/research-papers/)
- Mannix, D. (2009). *Life skills activities for secondary students with special needs*. John Wiley & Sons.
- Pearson, D., Kennedy, F. C., Bhat, S., Talreja, V., & Newman-Taylor, K. (2021). Thriving in adversity: Do brief milieu interventions work for young adults in the developing world? A pragmatic randomized controlled trial. *Social Behavior and Personality: an international journal*, *49*(9), 1-8.
- Pearson, D., Kennedy, F. C., Talreja, V., Bhat, S., & Newman-Taylor, K. (2021). Thriving in adversity: Do life skills programs work for developing world children? A pragmatic randomized controlled trial. *Social Behavior and Personality: an international journal*, *49*(9), 1-13.
- Pearson, D., Kennedy, F., Talreja, V., Bhat, S., & Newman-Taylor, K. (2020). The Life Skills Assessment Scale: Norms for young people aged 17–19 and 20–22 years. *Social Behavior and Personality: an international journal*, *48*(4), 1-15.
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https://www.autismlevelup.com

PSYCHO-SOCIAL AND FAMILY ISSUES

Course Code:SEDU-252-T   **Credits: 02**
Hours: 60   **Marks: 50**

Introduction

Family and environment play a crucial role in the development and education of a child and the same is true in case of children with hearing impairment. As a learner in the field of special education one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate easily accessible, age appropriate and fluent language. The course is expected to draw learner's attention to these factors which are likely to impact the education of children with hearing impairment and keep family as the core for success.

Learning Outcomes:

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

- Explain psychosocial development of early childhood and role of family.
- Understand the family needs and prepare to support families in empowering children with disabilities.
- Ensure family involvement in educational programs.
- Describe strategies for family empowerment
- Explain intersectionality and related concepts

Unit 1: Psychosocial Aspects and Disability

1.1   Overview of psychosocial development; wellbeing and quality of life.

1.2   Implications of hearing impairment on domains of psychosocial development.

1.3   Role of family in psychosocial development

1.4   Role of Deaf Mentors / Role Models, Peers and Community

1.5   Challenges and issues in psychosocial development

Unit 2: Family Needs

2.1   Identifying family needs for information, decision making, skill transfer and referral.

2.2   Fostering family's acceptance: from hearing loss to deaf gain

2.3   Building parents' confidence for making informed choices (communication options, options for listening devices, school placement, advocacy).

2.4   Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits.

2.5   Encouraging family participation in self-help groups and family support networking.

Unit 3: Family Empowerment

3.1 Encouraging family centered practices, parent self-efficacy belief and family involvement in child's learning and parenting. Promoting Family Acceptance of Assistive Devices

3.2 Creating Language Rich Environment in Families

3.3 Involving Family in Play, Recreation, and Values

3.4 Encouraging family involvement in educational programme and participation in community-based rehabilitation programme.

Unit 4: Collaborative Practices for Psycho-social Development

4.1 Interdisciplinary collaboration for psycho-social development.

4.2 Role of positive experiences and language exposure

4.3 Identity crisis, Deaf identity, Audism and Deafhood.

4.4 Need for Indian Sign language communication for families.

4.5 Bilingual, Bimodal and Bicultural collaboration.

Unit 5: Shifting the Mindset

5.1 Intersectionality in Deaf Community and their families.

5.2 Comparing the experiences within families with multiple deaf members and families with only one deaf member.

5.3 Importance of social emotional connects with various family members.

5.4 Importance of Self Advocacy, and Participation in Decision Making by deaf members in their families.

5.5 Nothing About Us, Without Us – Including Deaf Voices in the Discourse.

Course work/Practical/ Field Engagement
- Family Interview and Case Study: Conduct interviews with families of children with hearing impairment. Develop a case study based on the interview, highlighting family dynamics, challenges, and strategies for support.
- Maintain a reflective journal throughout the course, documenting their interactions with different families during practical engagements, especially note the differences

in the experiences within families with multiple deaf members and families with only one deaf member.

- Compile five activities that could be undertaken to foster parents' acceptance of their child's impairment.
- Select a tool to measure a parent's self-efficacy and administer it on three parents and submit with brief reflections.
- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy.

Transaction & Evaluation

Lecture cum Demonstration, Role Play, inviting parents as speakers for sharing experiences, Assignments, Tests.

Suggested Readings

- देशमुख, दीपाली (२०१६). मानसिक-सामाजिक विकास आणि कुटुंबाची भूमिका. पुणे: नित्य नूतन प्रकाशन.
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- Parasnis, I. (1996). Cultural and Language Diversity and the Deaf Experience. Cambridge University Press, Cambridge.
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PART II: PROJECT MODE
NURTURING EMPLOYABILITY SKILLS IN PWDS

Course Code: SEDU-253-P   **Credits: 02**
Hours: 60   **Marks: 50**

Module to be developed as per RCI guidelines

PART III: PRACTICAL REALATED TO INTERNSHIP IN DISABILITY SPECIALIZATION

Course Code: SEDU-254-P **Credits: 10**
Hours: 300 **Marks: 250**

Brief description: The Internship in Disability Specialization (Area F2) is a comprehensive 300-hour practicum focused on hearing impairment within special school settings. This immersive program provides hands-on experience supporting Special Educators, honing teaching skills, and contributing to the holistic development. Learners will gain exposure to diverse setups, including classrooms and extracurricular activities, while collaborating closely with experienced teachers as well as Deaf Teachers/ Mentors to get in depth understanding of the challenges as well as insights into the domain of special education, and the direct perspective from the deaf community. The internship emphasizes individualized mentorship, cultural sensitivity, inclusivity, and the integration of technology in teaching strategies. Upon completion, participants will possess a competitive edge in the job market, a network of professional connections, and a strong foundation for continued professional growth in the field of disability specialization.

Sr. No.	Tasks	Educational settings	Specific activities	Hrs 200	Submission	marks
1	Practicing functioning as a Special Educator - Intern / Assistant Teacher for the CWHI	Special schools/ Deaf Associations/ Training Centres which use a) Educational Bilingualism b) Total Communication c) Oral-aural approach	Undertaking teaching lessons as per the assigned time-table by the organization using daily diary system for planning and recording. Maintaining records and reports Requesting feedback from the stakeholders (students / mentors / other teachers) and reflecting on how to make the teaching learning process	100	Journal with reports & reflections	**150**

			better.		
2	Assisting Special educators in classroom activities and management		Assisting Special educators in classroom activities and management such as Prayers, sharing news in the assembly, checking devices,	30	15
			Attendance, home work/class work, writing diaries for the students. preparing TLM, teaching practice sessions recapitulation, and break times, conducting / organizing cultural activities		
3	Assisting in the school examinations		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	05
4	Understanding beyond classrooms		Participating in School committees meetings, Planning different activities Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical camp/check ups	10	05

5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	10		10
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		05
7	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	10		10
8	Compilations of language teaching material news, conversation, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	10		05

#		Setting	Task			
9	Compiling list of deaf associations, deaf schools and other supporting agencies in the area.		Make a list of deaf associations, deaf schools and other supporting agencies in the area and their contact information. Create a chart of deaf role models in India, including the successful deaf adults from that area.	10		05
10	Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture	Special School / Deaf Association/ Training Center with Deaf Teachers / Mentors and use of ISL	Assist a deaf teacher/mentor in designing an ISL course on teaching ISL vocabulary to family members using local language. Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture at the early intervention centers/ hospitals/ police stations/ schools / govt. agencies / employers etc. (At least four) Writing the report of these awareness sessions, including feedback from the stakeholders and recommendations for the follow ups.	20	Journal /Written Report /Video Report in ISL	10

11	Assisting Deaf Teacher/Mentor in Teaching ISL		Assisting Deaf Teacher/Mentor in designing specific	20		10
			curriculum and teaching ISL to various stakeholders			
12	Assisting Deaf Teacher/Mentor in Communication Support		Assisting Deaf Teacher/Mentor in Communication Support in academic settings by providing assistance / access through ISL, verbal or written communication, Where ever needed.	20		05
13	Assisting Deaf Teacher/Mentor in Educational Bilingualism	Special School / Training Institute	Assisting Deaf Teacher/Mentor in creating educational content videos in ISL. Assisting Deaf Teacher/Mentor in lesson planning for live sessions On academic topics.	20		05
14	Program end presentatio n		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher/ Special Educator	10		10
			Total	**300**		**250**

INTERNSHIP IN OTHER DISABILITY

Course Code: SEDU-255-P   **Credits: 4**
Hours: 120   **Marks: 100**

Brief description: This practicum specifically focuses on undergoing internship program in Other Disability apart from specialization chosen by the learners. It also focuses on the hands on experience in undertaking responsibility by assisting the Special Educators in the Special schools for other disabilities.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs.	Submissions	Marks
1	Teacher Assistant	Special school of other disability	Working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writingdiaries & Assisting in school Celebrations, Creating TLMs etc. Reflection on the experience while teaching children with other disabilities.	50	Journal of daily reflections and learning	40
2	Additional Skills (Other Disabilities)		Learning the basics of Additional Skills required to teach children with other disabilities such as Orientation & Mobility / Braille / Tactile Sign Language / Any Other Relevant Skill	40		20
3	DocumentStudy		Studying the background of the children in the allotted class & Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail	5	Journal	10

			exemptions and concessions, Assessment formats,			
4	Studying differences in different areas		Prepare a document on finding differences in Barriers faced by other disabilities, Aids and Appliances, Do's and Don'ts	10		10
5	Student evaluation		Assist the teachers in developing Teacher made tests, conducting unit tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	5		10
6	Undertaking Cross Curricular Activities		Conducting various activities of art , craft, painting, celebrations of festivals	10		10
	Total			**120**		**100**