

**SCHEME OF EXAMINATION FOR B.Ed. SPL. EDUCATION
(LEARNING DISABILITY) TWO YEAR PROGRAMME (To be implemented
from July 2016)**

(As recommended by the UG Board of Studies in Education)

YEAR II

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per week (Exam Hours : Marks)
		Total	Theory	Internal Assessment		
I (A)	Skill Based Cross Disability and Inclusion Paper 1. Early Childhood Care & Education	50	40	10	2	2 (1:30 Hrs. 40)
I (B)	Skill Based Specialized Disability Paper 1. Management of Learning Disability	50	40	10	2	(1:30 Hrs. 40)
II	Educational Intervention and Teaching Strategies	100	80	20	4	4 (3 Hrs: 80)
III	Technology and Disability	100	80	20	4	4 (3 Hrs: 80)
IV (A)	Psycho Social and Family	50	40	10	2	2 (1:30 Hrs. 40)
IV (B)	Reading and Reflecting on Texts	50	40	10	2	2 (1:30 Hrs. 40)
V (A)	Drama and Art in Education	50	40	10	2	2 (1:30 Hrs. 40)
V (B)	Basic Research & Basic Statistic	50	40	10	2	2 (1:30 Hrs. 40)
VI	Practical: Cross Disability & Inclusion	100			4	

VII	Practical: Disability Specialization	100			4	
VIII	Main Disability Special School (Related to disability specialization)	100			4	
IX	Other Disability Special School (Related to cross disability and inclusion)	100			4	
X	Inclusive School (Related to cross disability and inclusion & disability specialization)	100			4	
Total Marks		1000	Total Credits		40	

Engagement with field as part of courses indicated below:

Sr. No.	Task for the Student-Teachers	Courses	Place
1.	Assignment / Project/Presentation	Course I (A), II, III & IV (B)	Institute
2.	Assignment / Project/Presentation	Course I (B), IV (B), V (A) & V (B)	Institute/ School

Course VI: Practical - Cross Disability and Inclusion

Note: Practical timing shall be included in time table (minimum of four weeks) Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability.

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Observation	Other than Major Disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school Periods
		Any Disability	Inclusive Schools	Observation of all subject at different level, minimum 15 school Periods

2.	a. Lesson planning and execution on different levels for selected pedagogy school subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
3.	a. Individualized Teaching lessons on different levels for selected pedagogy school subjects		Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualized Teaching lessons	Any Disability	Inclusive Schools	20 lessons

Course VII: Practical - Disability Specialization

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	a. Classroom observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 Schools
2.	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected pedagogy school subjects	Major Disability	Special School/ Resource Room	20 lessons
3.	a. Individualized Teaching lessons on selected pedagogy school subjects	Major Disability	Special School/ Resource Room	20 IEPs
4.	Observation of support services	Major Disability	Institute/ Clinic	Depending on the specialization

Field Engagement/School Attachment/Internship

Course VIII: Main Disability Special School (Related to Disability Specialization)

S.N.	Tasks for the Student –Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Major Disability	Special schools for disability specialization	Minimum 90 school Periods

**Course IX: Other Disability Special School
(Related to Cross Disability and Inclusion)**

S.N.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Other than Major Disability	Special schools for other specialization	Minimum 180 school Periods

**Course X: Inclusive School
(Related to Cross Disability and Inclusion & Disability Specialization)**

S.N.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified for Courses VII (Practical : Disability Specialization) & Course IX: Other Disability Special School (Related to Cross Disability & Inclusion) and Course X: Inclusive School (Related to Cross Disability & Inclusion and Disability Specialization) with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings as per framework is given below:

Areas	Disability Specialization	Other Disability	Inclusive Education
Course IV: Pedagogy Subject 1	Year II (3 days-15 Hrs)	Year II (2 days-12 Hrs)	Year II (2 days-12 Hrs)
Course V: Pedagogy Subject 2	Year II (3 days-15 Hrs)	Year II (2 days-12 Hrs)	Year II (2 days-12 Hrs)
School Attachment/ Internship (Other Disability Special School & Inclusive School)	Year II (24 days-120 Hrs)	Year II (24 days-120 Hrs)	Year II (24 days-120 Hrs)

Note:

1. Observation and Lessons should be on Primary and Secondary level of classes in all the three areas i.e. Disability Specialization, other disability and in special and Inclusive settings.
2. Practical are focused on school subject teaching. Every student is expected to opt. for and teach any two school subject as offered by the Institution/ University.
3. Practical in Other disability should be for other than disability specialization.
4. Practical in Inclusive setting should be preferably with various disabilities.

Practical Exams will be conducted by the external examiners at the end of year.

Engagement with the Field and School Experience

In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the semester/ year. This will include minimum of one week of school engagement and three weeks of other practical work/engagements. In the second year,, there shall be a minimum of 16 weeks of engagement with the field of which minimum of 15 weeks are for school internship and oneweek is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments as per the courses and school internship in the field, under the broad curricular areas of Practical related to Disability and Field Engagement.

a) Tasks and Assignments that run through all the courses

These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, forums for professional development of in-service school teachers, dialoguing with the School Management Committee, parents and the community. The community based engagement may also be related to the pedagogical subjects and/or concerns and Challenges arising out of special needs of children.

b) School Internship/Attachment

While First year prepares grounds for going to education settings and interacting and working with children including children with disabilities; the second year would offer intensive engagement with the school in the form of School Internship. During the Internship, a student-teacher shall work as a regular teacher/ special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher. Before teaching in a classroom, the student- teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.

Internship in schools is to be done for a minimum duration of 15 weeks. This should include observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty besides other settings.

It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student-teacher, internship should be conducted preferably in one School for the entire 15 weeks. However, to understand the dynamics of teaching at elementary and secondary levels, this period can be divided into two blocks; this will also be impacted by the type of schools (Special and inclusive) being available.

Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans but should aim for meaningful and holistic engagement with learners and the school. Internship will involve spending maximum time in school for practice teaching performing all tasks of a special teacher / special educator and also being teacher for the school subjects opted as part of pedagogical courses; setting will be a mix of special school, inclusive school and resource and home-based teaching and support as may be required by the special needs of students.

Criteria for the award of 20 % Internal Assessment in Theory Papers will be as per the distribution given below:-

1.	One Task & Assignment in every Theory Paper	10% Marks
2.	One test in every theory paper	5% Marks
3.	Attendance	5% Marks
	Upto 75%	0 Mark
	Upto 80%	2% Mark
	Upto 85%	3% Mark
	Upto 90%	4% Mark
	Above 90%	5% Mark

Note:-

If a candidate is awarded Internal Assessment of more than 75% the concerned teacher will specific justification for the same which shall be considered by a committee to be constituted by the concerned Head/Principal of the institute as the case may be.

Grand Total: - 1000 Marks

Total Credits: - 40

COURSE-I A (2): EARLY CHILDHOOD CARE AND EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the biological & sociological foundations of early childhood education
- describe the developmental systems approach, role and responsibilities of interdisciplinary teams for early education of children with disabilities
- enumerate the inclusive early education pedagogical practices

COURSE CONTENT

UNIT-I

The Early Years: An Overview

Facts about Early Childhood Learning & Development

Neural Plasticity

Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills

Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children

Integrating Theories of Development & Learning for Early Childhood Education Curricula

Early Education of Children with Disabilities

Young Children at Risk & Child Tracking

Interdisciplinary Assessments & Intervention Plans

Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills

Evidence Based Practices for Early Intervention

UNIT-II

Inclusive Early Childhood Educational (ECE) Practices

Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning

Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

School Readiness and Transitions

Tasks & Assignments: Any one of the following (05 marks)

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

SUGGESTED READINGS

Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4th Ed.). New York: MacMillan Publishing Company.

Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.

Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2nd Ed.). New York: Routledge Publication.

Dopyera, M.L., & Dopyera, J. (1977). Becoming a Teacher of Young Children. New York: Random House Publications.

Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.

Gordon, I.J. (1972). Early Childhood Education. Chicago: Chicago University Press.

Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.

Hamilton, D.S. & Flemming, (1990). Resources for Creative Teaching in Early Childhood Education (2nd Edition). Tokyo: Harcourt Brace Jovanovich.

Hilderbrand, V. (1991). Introduction to Early Childhood Education. New York: MacMillan Publishing.

Klausmeier, H.J., & Sipple, T.S. (1980). Learning & Teaching Concepts. Strategy for testing applications of theory. New York: Academic Press.

Krogh, S.L., & Slentz, K. (2001). Early Childhood Education, Yesterday, Today & Tomorrow. London: Lawrence Erlbaum Associates Publishers.

Mohanty, J., & Mohanty, B. (1999). Early Childhood Care and Education. Delhi: Offset Printers.

Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). Aspects of Early

ChildhoodEducation.Theory to Reserch to Practice. New York: Academic Press.

Spodek, B., Saracho, O.N., & Davis, M.D. (1987). Foundations of Early ChildhoodEducation. Englewood Cliffs, New Jersey: Prentice Hall.

Wortham, S.C. (NK). Measurement & Evaluation in Early Childhood Education (2nd Eds.), Ohio: Merrill Prentice Hall.

COURSE- I B (5): MANAGEMENT OF LEARNING DISABILITY

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

explain the concept, causes and characteristics of learning disabilities

discuss different types of learning disabilities and its associated conditions

develop teacher made assessment test in curricular areas

plan appropriate teaching strategies as per the specific needs of children with learning disability

COURSE CONTENT

UNIT-I

Learning Disabilities: Types

Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.

Non-verbal learning disabilities

Language Disorders

Associated Conditions: ADHD & ADD

Emotional & Behavioral problems.

Assessment of Basic Curricular Skills

Assessment of Readiness Skills

Assessment of Reading, Writing and Math skills

Teacher made test

Standardized Tests: Need, Types & Purpose

Interpretation of Test report

UNIT-II

Intervention Strategies in Basic Skills of Learning

Language skills

Reading

Writing

Maths skills

Study skills

Tasks & Assignments: Any one of the following (05 marks)

Prepare of checklist for screening LD

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

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

SUGGESTED READINGS

- Baca, L. M., & Cervantes, H.T. (2004). *The Bilingual special education interface*. (4th ed.). Pearson. New Jersey.
- Bauer, A. M., & Shea, T. M. (2003). *Parents and schools: creating a successful partnership for students with special needs*. Merrill Prentice Hall, New Jersey.
- Browder, D. M. (2001). *Curriculum and assessment for students with moderate and severe disabilities*. The Guilford Press. New York.
- Brunswick, N. (2012). *Supporting dyslexic adults in higher education and the workplace*. Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). *Adult Dyslexia: a guide for the workplace*. John Wiley & Sons, Ltd. London.
- Gribben, M. (2012). *The study skills toolkit for students with dyslexia*. Sage Pub. London.
- Karant, P., & Ropzario, J. (2003). *Learning disabilities in India: willing the mind to learn*. Sage Publication, New Delhi.
- Martin, L. C. (2009). *Strategies for teaching students with learning disabilities*. Corwin Press, California.
- McCardle, P., Miller, B., Lee, J. R., & Tzeng, O. J.L. (2011). *Dyslexia across languages. (orthography and the brain-gene-behavior link)* Baltimore. Paul H. Brookes.
- Myklebust, H. (1983). *Progress in Learning Disabilities*, Guene and Stratton – New York.
- Prakash, P. (2008). *Education of exceptional children: challenges and strategies*. Kanishka publishers, New Delhi.
- Reddy, G.L., & Ramar, R. (2000). *Education of children with special needs*, New Delhi Discovery Pub.
- Reid, K. (1988). *Teaching the Learning Disabled*, Allyn and Bacon, Boston.
- Shula, C. (2000). *Understanding children with language problems*. Cambridge, New York.
- Thapa, K. (2008). *Perspectives on learning disabilities in India. (Current practices and prospects)*. Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). *Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed)* Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). *Learning about learning disabilities. (4th ed.)* Amsterdam. Elsevier Academic Press.

(DISABILITY SPECIALIZATION - LEARNING DISABILITY)

COURSE-II: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Time: 3 Hours

**Max. Marks: 100
(Theory: 80, Internal: 20)**

NOTE FOR PAPER SETTER

Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the purpose and define the principles of educational intervention
- discuss the various teaching strategies across the curricular hierarchies
- link the teaching strategies to the curricular areas
- provide specific strategies for core and collateral curriculum
- plan programme for skill, process and curricular deficits

COURSE CONTENT

UNIT-I

Conceptual Framework of Educational Interventions

Definition, purpose, scope and principles of educational intervention

Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)

Steps of intervention

Cascade of services and Response to Intervention

Issues and ethics in educational intervention

Educational Interventions for Processing Deficit

Attention

Perception

Memory

Thinking

Meta-cognition

UNIT-II

Reading and Writing Interventions

Principles of intervention in reading and writing

Strategies for developing word recognition skills, fluency and comprehension
Strategies for developing handwriting, spelling and written expression
Strategies for Reading and writing across the curriculum
Strategies for differentiation and inclusion in the classroom

UNIT-III

Interventions for Mathematics

Principles for interventions in mathematics
Strategies for developing mathematical concepts
Strategies for developing computation, automaticity [timed tasks] and application
Strategies for problem solving
Accommodations [Calculators, Computers] in the mainstream classroom

UNIT-IV

Intervention in Life Skills

Strategies for developing of Social skills
Strategies for developing Study skills
Strategies for self-assessment and advocacy
Strategies for soft skills [presenting self, time management, decision making]
Preparation for Independent Living; Career Planning, leisure and recreation

Tasks & Assignments: Any one of the following (10 marks)

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

SUGGESTED READINGS

- Bird, R. The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, Inc
- Das, J. P.: Reading difficulties and dyslexia. New Delhi.
- Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. Dyspraxia. (2nd ed). 2007. : Continuum International publishing Group.
- Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities

- Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
- Karten, T, J. ([2007]) More Inclusion Strategies that work- aligning student strength with standards. Corwin Press.
- Lee. S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, Ist Edition,
- Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.
- Martin, L, C. (2009). Strategies for Teaching Students With Learning Disabilities: Corwin Press
- Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.
- Narayan J (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.
- Pandey J, and Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects: Sage Publications, New Delhi.
- Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy G.L. and Rama R. (2000) Education of children with special needs: Discovery Pub. New Delhi
- Reddy L. G., Ramaa R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers, ,
- Tomlinson, C, A. [1999]. The Differentiated Classroom: Responding to the Needs of All Learners. ASCD
- Venkateswanshu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications

(DISABILITY SPECIALIZATION - LEARNING DISABILITY)

COURSE-III: TECHNOLOGY & DISABILITY

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

explain the meaning, scope and use of technology

analyse the learning needs in relation to technology

understand and use the various types of technology for presenting, engaging and evaluating

discuss the trends and issues related to the use of technology

COURSE CONTENT

UNIT-I

Concept of Technology

Meaning, Nature, Scope and Significance of Technology

Types /tools of technology – Projector, Smart board, Software and ipad, ipod, Tablets, Mobiles

Technology integration vs technology use in the curriculum

Assistive technology: Meaning and scope

Role & Use of AT for children with LD

Learning Needs of CWLD

Communication

Reading

Writing

Mathematics

Self management

UNIT-II

Technology for Presentation & Expression (Input and Output)

Classroom Presentation & Expression: Concept & scope

Visual presentation - Large print displays, alternative colours to the screen, colour

coding, smart boards, Multimedia Presentations, screen magnifiers
Auditory - text to voice, screen readers, FM Listening Systems, podcast
Cognitive – graphic organisers

Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost

UNIT-III

Technology for Classroom Engagement

Classroom engagement – Meaning and components

Reading ,Writing & Mathematics - Talking books, recorder,Optical character recognition , Speech recognition systems, Alternative writing surfaces , pencil grips , podcast, Proof reading software,Talking calculators, Electronic math worksheets, fluidity software

Organising - sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers

Types programme- drill & practice, Simulations, Games, Tutorial

Consideration for selection of programmes and tools in an inclusive class

UNIT-IV

Trends & Issues in Using Technology

Digital natives & Immigrants

From isolation to inclusion

Parent/family involvement

Cyber Safety

Evaluation of impact of technology– Social, ethical and human

Tasks & Assignments: Any one of the following (10 marks)

Develop a tool to assess the learning needs for planning compensatory and remedial instruction

Develop low cost material for presentation (for teachers)

Develop low cost material for engagement

Develop low cost material for expression

Conduct a survey on the kind of assistive technology used in the schools for students with learning disability and present the findings

SUGGESTED READINGS

Albert M. Cook PhD PE and Janice Miller Polgar (2012). Essentials of Assistive Technologies

Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom:

Das,R.C(1992) Educational Technology : A Basic Text New Delhi :Sterling

Diane P. Bryant and Brian R. Bryant (2011). Assistive Technology for People with Disabilities, 2nd Edition.

Enhancing the School Experiences of Students with Disabilities (2nd Edition)

Joan Green (2011). The Ultimate Guide to Assistive Technology in Special

Education: Resources for Education, Intervention, and Rehabilitation.

Judy Lever-Duffy & Jean McDonald (2010). Teaching and Learning with Technology (4th Edition)

Kimberly S. Voss (2005). Teaching by Design: Using Your Computer to Create Materials for Students With Learning Differences.

Loui Lord Nelson Ph.D. and Allison Posey (2013). Design and Deliver: Planning and Teaching Using Universal Design for Learning

Sampath, K etal (1990). Educational Technology. NewDelhi: Sterling.

Thomas G. West (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.

Timothy J. Newby & others (2010). Educational Technology for Teaching and Learning (4th Edition).

Tracey E. Hall & Anne Meyer (2012). Universal Design for Learning in the Classroom: Practical Applications.

(DISABILITY SPECIALIZATION - LEARNING DISABILITY)

COURSE-IV (A): PSYCHO SOCIAL AND FAMILY ISSUES

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

explain the concept of psycho-social issues

reflect on various dimensions of psycho-social issues among children with learning disabilities

understand various family issues children with LD

learn the importance of intervening strategies and ways of handling issues

discuss the concept of networking and liaisoning with the parents, community, family, school and NGO's

COURSE CONTENT

UNIT-I

Overview of Psycho-social Domains

Psychosocial domains- Meaning and components- Cognitive, Affective, Social

Stages of Psychosocial development

Psycho-social characteristics of children with LD

Manifestations of psychosocial behaviour at home, school and society

Causative factors – self and others

Family Dynamics

Family structure and its functioning

Parenting styles and home environment

Needs and concerns of family

Needs and concerns of child with LD

Empowering Parents- Resource management, legal provisions

UNIT-II

Nurturing Social Emotional Wellbeing

Strategies for developing positive self-concept

Social skill training

Stress management

Family counselling

Networking and liaising with students, parents, community and NGO's

Tasks & Assignments: Any one of the following (10 marks)

Observe and identify psycho-social problems of any LD student of the class during school internship programme. Give detailed description along with intervention performed.

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

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

SUGGESTED READINGS

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

Gunton, S. (2007). Learning Disabilities (Social Issues Firsthand).

Hales G. (2003). Beyond Disability towards an Enabling society.

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

Kelly, K& others (2006). You Mean I'm Not Lazy, Stupid or Crazy? The Classic Self-Help Book for Adults with Attention Deficit Disorder.

Paley, S. (2012). Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage.

Reid, R. & Lienemann, T. O.; Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for Special-Needs Learners).

COURSE-IV (B): READING AND REFLECTING ON TEXTS

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

reflect upon current level of literacy skills of the self

show interest and begin working upon basic skills required to be active readers in control of own comprehension

show interest and begin working upon basic skills required to be independent writers

understanding adequate intent, audience and organization of the content

prepare self to facilitate good reading writing in students across the ages

find reading writing as learning and recreational tools rather than a course task

COURSE CONTENT

UNIT-I

Reflections on Literacy

Literacy and Current University Graduates: Status and Concerns

Role of Literacy in Education, Career and Social Life

Literacy, Thinking and Self Esteem

Literacy of Second Language/ English: Need and Strategies

Basic Braille Literacy

Reflections on Reading Comprehension

Practicing Responses to Text: Personal, Creative and Critical

Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

Basic Understanding of Reading Comprehension of Children with Disabilities

Skill Development in Responding to Text

Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

Practicing Web Search, Rapid Reading and Comprehensive Reading

UNIT-II

Reflecting Upon Writing as a Process and Product

Understanding writing as a Process: Content (Intent, Audience and Organization)

Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

Practicing Self Editing and Peer Editing of Sample Texts

Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Practicing Independent Writing

Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

Practicing Converting Written Information into Graphical Representation

Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

Reflections on the Course: From Theory to Practice to Initiating Process to improve self

Tasks & Assignments: Any one of the following (5 marks)

- 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

SUGGESTED READINGS

Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.

ASER report of 2015: Pratham Publication

Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston

Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York

- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallagher, 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 with Hearing Impairment. High Beam
- May, F. B. (1998). Reading as communication. Merrill: New Jersey
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McCormick, S. (1999). Instructing students who have literacy problems. (3rd) Merrill: New Jersey
- 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
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- Tovani, C., & Keene, E. O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers.

COURSE-V (A): DRAMA AND ART IN EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

exhibit basic understanding in art appreciation, art expression and art education

plan and implement facilitating strategies for students with and without special needs

discuss the adaptive strategies of artistic expression

discuss how art can enhance learning

COURSE CONTENT

UNIT-I

Introduction to art Education

Art and art education: Meaning, scope and difference

Artistic expression: Meaning and strategies to facilitate

Art therapy: Concept and application to students with and without disabilities

Linking Art Education with Multiple Intelligences

Understanding emerging expression of art by students

Performing Arts: Dance and Music

Range of art activities related to dance and music

Experiencing, responding and appreciating dance and music

Exposure to selective basic skills required for dance and music

Dance and Music: Facilitating interest among students: planning and implementing activities

Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

UNIT-II

Performing Arts: Drama

Range of art activities in drama

Experiencing, responding and appreciating drama

Exposure to selective basic skills required for drama

Drama: Facilitating interest among students: planning and implementing activities

Enhancing learning through drama for children with and without special needs: strategies and adaptations

Visual Arts

Range of art activities in visual arts

Experiencing, responding and appreciating visual art

Exposure to selective basic skills in visual art

Art education: Facilitating interest among students: planning and implementing activities

Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Media and Electronic Arts

Range of art activities in media and electronic art forms

Experiencing, responding and appreciating media and electronic arts

Exposure to selective basic skills in media and electronic arts

Media and electronic arts: Facilitating interest among students: planning and implementing activities

Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Tasks & Assignments: Any one of the following (5 marks)

‘hot seating’ activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)

Portfolio submission of the basic skills exposed in any one of the art forms of choice

Write a self reflective essay on how this course on art will make you a better teacher

Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation

Observe an art period in a special school and briefly write your reflections on it

SUGGESTED READINGS

Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York

Beyer, E. London. (2000). The arts, popular culture and social change

Efland, A. D. (1990). A history of Art Education: Intellectual and social currents inteaching the visual arts. New York, NY: Teachers College Press.

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *ArtEducation*, 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. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L. & A. M. Jenkins (Eds.), Issues and approaches to art for students with special needs (pp. 142–154). Reston, VA: National Art Education Association.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

COURSE-V (B): BASIC RESEARCH AND BASIC STATISTICS

Time: 1.30 Hours

Max. Marks: 50

(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER:

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

describe the concept and relevance of research in education and special education

develop an understanding of the research process and acquire competencies for conducting a research

apply suitable measures for data organization and analysis

COURSE CONTENT

UNIT-I

Introduction to Research

Scientific Method

Research: Concept and Definitions

Application of Scientific Method In Research

Purpose of Research

Research in Education and Special Education

Types and Process of Research

Types of Research

Basic/Fundamental

Applied

Action

Process of Research

Selection of Problem

Formulation of Hypothesis

Collection of Data

Analysis of Data & Conclusion

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

Action Research in Teaching Learning Environment

Professional Competencies for Research

UNIT-II

Measurement and Analysis of Data

Scale for measurement: Nominal, Ordinal, Interval and Ratio
Organization of data: Array, Grouped distribution
Measures of central tendency and Dispersion: Mean, Median and Mode,
Standard deviation and Quartile deviation
Correlation: Product Moment and Rank Order Correlation
Graphic representation of data

Tasks & Assignments: Any one of the following (5 marks)

Develop a teacher made test for a given subject matter
Develop a questionnaire/checklist
Develop an outline for conducting action research

SUGGESTED READINGS

Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.

Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.

Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.

Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.

Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.

Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.

Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.

PRACTICUM: LEARNING DISABILITY

Course VI: Practical: Cross Disability and Inclusion

Hours: 20

Credits: 04

Max. Marks: 100

Sr. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1	Community work / Tour	Community Perspective (anganwadi, gram panchayat)	Rural / Semi-urban	Visit report
2	Collaborative Teaching	Any Disability	Resource Room/ Home based / Inclusive Schools	10 lessons
3	Case study 2 (individualised)		Special schools for other disabilities/ Resource Room/ Inclusive schools/ Home based	20 lessons
4	Group Teaching Lessons	Any Disability	Inclusive Schools	20 lessons

Course VII: Practical: Disability Specialisation

Credits: 04

Hours: 120

Marks: 100

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	No. of Lessons
1	a. case study observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special Schools	Major Disability	Special School	Minimum 2 schools
2	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	
	b. Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/ Resource Room	
3	Case study	Major Disability	Special School/ Resource Room	
4	Observation of support Services	Major Disability	Institute/ Clinic	Depending on the Specialization

Course VIII: Practical: Main Disability Special School(Related to Disability Specialization)

Hours: 120

Credits: 02

Marks: 100

Sr. No.	Tasks	Educational settings	Specific activities	Hrs.	Submissions
1	Teacher Assistant**	Special school for Children With Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	30	Journal of Daily Reflections And Learning
2	Practicing Functioning as a teacher **		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	Daily diary
3	Understanding School Examination **		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	12	Portfolio of Assessment Activities
4	Understanding Beyond Classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	*
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	TLM
6	Document Study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school	12	*
7	Use of internet and modern Technology For Improving the class Processes	Special school for children with Hearing Impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving Students	12	*

Special Schools (Related to Disability Specialization) with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:

Micro Teaching	Semester- II (1 day- 5 Hrs)
Macro Teaching	Semester- II (20 hrs – Spread across 5 days)
Lesson Planning & Teaching in Special School	Semester- II (20 hrs – Spread across 5 days)
F-1 School Attachment/ Internship (Special School)	Semester- II (24 days-120 Hrs)

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

Course IX: Practical: Other disabilities special Schools (Related to Cross Disability & Inclusion)

Hours: 18

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Special Schools for other disabilities	Minimum 30 Lessons

Course X: Practical: Inclusive School (Related to Cross Disability and Inclusion & Disability Specialization)

Hours: 120

**Credits: 04
Marks: 100**

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 30 Lessons

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under Disability Specialization, Other disabilities special Schools (Related to Cross Disability & Inclusion) and Inclusive School (Related to Cross Disability and Inclusion & Disability Specialization) with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability Specialisation and No. of Days
Classroom Observation	Semester –IV (2 days- 10Hrs)
Pedagogy Subject 1&2	Semester-IV (60 Hrs spread across 12 days)
Individualised Teaching Lessons	Semester-IV (50 hrs spread across 10 days)
Observation of support services	Semester-IV (2days-10 Hrs)
F2- Attachment/Internship	Semester-IV (24 days)
F3- Attachment/Internship	Semester-IV (24 days)

8	Compilations of language teaching Material, news, conversation, stories and Unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	6	Journal of Compilation Ns
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	6	
TOTAL				120	

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

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

Course IX: Practical: Other Disability Special School (Related to Cross Disability & Inclusion)
Hours: 18 **Credits: 04**

Marks: 100

Sr. No.	Tasks	Educational settings	Specific activities	Hrs.	Submissions
1	Teacher assistant	Special school of Other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writing diaries & Assisting in school celebrations	12	Journal of Daily Reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats for pre-school	3	Journal
3	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	3	Journal
TOTAL				18	

Course X: Practical: Inclusive School (Related to Cross Disability and Inclusion & Disability Specialization)

Hours: 120

**Credits: 04
Marks: 100**

Sr. No.	Tasks	Educational settings	Specific activities	Hrs.	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted Class	06	Report with reflections
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM & Planning Celebrations	60	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12	
TOTAL				120	

Course VIII: Practical: Main Disability Special School (Related to Disability Specialization)
Hours: 120 Credits: 04
Marks: 100

Sr. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major Disability	Special schools for disability specialization	Minimum 90 school Periods

Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under Disability Specialization and Main Disability special school with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.

Course IX: Practical: Other Disability Special School (Related to Cross Disability & Inclusion)
Hours: 18 Credits: 04
Marks: 100

Sr. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major Disability	Special schools for other Disabilities	Minimum 180 school Periods

Course X: Practical: Inclusive School (Related to Cross Disability & Inclusion and Disability Specialization)
Hours: 120 Credits: 04 Marks: 100

Sr. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

