

**MAHARSHI DAYANAND UNIVERSITY ROHTAK**  
**(A State University established under Haryana Act No.XXV of 1975)**  
**‘A+’ Grade University Accredited by NAAC**

**DEPARTMENT OF EDUCATION**

**Scheme & Syllabus**  
**For**  
**Under Graduate Programme**  
**Bachelor of Education- Special Education**  
**(Special Learning Disability)**  
**[B.Ed. Spl. Ed. (SLD)]**

**With effect from the session 2025-26**



**as per Rehabilitation Council of India (RCI), 2024**  
**Curriculum and Credit Framework**  
**(Norms, Regulations & Course Content)**

**SCHEME OF EXAMINATION**

**B. Ed. (Special Education) Special Learning Disability**  
**TWO YEAR PROGRAMME**  
**(To be implemented from the Session 2025-26)**

**B.Ed. Special Education (SLD) 1st Semester**

Course Code	Course Title	Credits	Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hours)

25SEUG201CPC1	Human Growth & Development	2	60	10	40	50	1:30 hours
25SEUG201CPC2	Contemporary India and Education	2	60	10	40	50	1:30 hours
25SEUG201CDC1	Introduction to Disabilities	2	60	10	40	50	1:30 hours
25SEUG201CDC2	Introduction to Education of Students with Disabilities	2	60	10	40	50	1:30 hours
25SEUG201DSSLDT1	Identification of Children with SLD and Assessment of Needs	2	60	10	40	50	1:30 hours
25SEUG201DSSLDT1	Visits & Writing Reports (Special Schools, Therapy Centres, Rehabilitation Organisations, and Inclusive Schools) (SLD)	2	60	-	50	50*	3:00 hours
25SEUG201DSSLDP2	Classroom Observation at Different Levels and of Different Subjects- (IEP) (SLD)	2	60	-	50	50*	3:00 hours
25SEUG203DSSLDP5	Supportive Skill Training (Assistive Technology, Functional	6	180	-	150	150*	3:00 hours

	Academic Skills, etc.)(SLD)						
Total Credits		20	Total Marks			500	

*\*Evaluated by external examiner as assigned by COE, MDU*

### B.ED. SPECIAL EDUCATION (Special Learning Disability) 2ND SEMESTER

Course Code	Course Title	Credits	Hours	Internal 10 Marks	External 40 Marks	Total Marks	Duration of Exam (Hours)
25SEUG201CPC3	Learning, Teaching and Assessment	2	60	10	40	50	1:30 hours
25SEUG202CPC4A 25SEUG202CPC4B 25SEUG202CPC4C	(Select any One) Pedagogy of Teaching Mathematics Pedagogy of Teaching Science Pedagogy of Teaching Social Studies	2	60	10	40	50	1:30hours
25SEUG202CPC5A 25SEUG202CPC5B	(Select any One) Pedagogy of Teaching Hindi Pedagogy of Teaching English	2	60	10	40	50	1:30hours
25SEUG202CDC3	Equitable & Inclusive Education	2	60	10	40	50	1:30hours
25SEUG204DSSLDT5	Supportive Skills for the Education of Children with Disabilities	2	60	10	40	50	1:30hours
25SEUG202DSSLDT2	Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum	2	60	10	40	50	1:30hours
25SEUG204CDC5	Psycho-Social and Family Issues	2	60	10	40	50	1:30hours
25SEUG202DSSLDP3	Practical: Lesson Planning & Development of	6	180		150	150*	3:00 hours

	TLM(SLD)						hours
Total credits		20	Total Marks			500	

*\*evaluated by external examiner as assigned by COE. MDU*

### B.Ed. Special Education (SLD) 3rd Semester

Course Code	Course Title	Credits	Hours	Internal (10 Marks)	External (40 Marks)	Total Marks	Duration of Exam (Hours)
26SEUG203DSSLDT3	Intervention & Teaching Strategies(SLD)	2	60	10	40	50	1:30hours
26SEUG203DSSLDT4	ICT & Assistive Technology(SLD)	2	60	10	40	50	1:30hours
26SEUG202DSSLDP4	Practical: Execution of Lesson (Teaching Practice)	6	180	-	150	150*	3:00hours
26SEUG203CDCPI1	Internship at Inclusive School	10	300	100	150	250	3:00hours
Total credits		20	Total marks			500	

*\*evaluated by external examiner as assigned by COE. MDU*

**B.Ed. Special Education (SLD) 4th Semester**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Hours</b>	<b>Internal (10 Marks)</b>	<b>External (40 Marks)</b>	<b>Total Marks</b>	<b>Duration of Exam (Hour)</b>
26SEUG202CDC4	Life Skills across Life Span	2	60	10	40	50	1:30hours
26SEUG203EPC1	Reading and Reflecting on Texts	2	60	-	50	50*	1:30hours
26SEUG203EPC2	Drama and Art in Education	2	60	-	50	50*	1:30hours
26SEUG204EPC3	Basic Research and Basic Statistics	2	60	10	40	50	1:30hours
	Skill based optional course (Select any One)	2	60	10	40	50	1:30hours
26SEUG204CDC6A	A.Guidance and Counseling						
26SEUG204CDC6B	B.Positive Behaviour Supports						
26SEUG204CDC6C	C.Early Childhood Care and Education						
26SEUG204CDC6D	D.Community-Based Rehabilitation						
26SEUG204CDC6E	E.Application of ICT in Education						
26SEUG204CDC6F	F.Disability, SEDGs, and Gender						

26SEUG204DSSLDPI2	Internship at Inclusive school	4	120	0	100	100*	3:00hours
-------------------	--------------------------------	---	-----	---	-----	------	-----------

Semester	Total Credits	Total Marks
Semester I	20	500
Semester II	20	500
Semester III	20	500
Semester IV	20	500
Grand Total	80	2000

26SEUG204ODPSLD3	Internship in Other Disability Special School	4	120	0	100	100*	3:00hours
26SEUG204EPCP1	Employability Skills for SLD	2	60	-	50	50*	1:30hours
Total credits		20	Total marks			500	

*\*evaluated by external examiner as assigned by COE. MDU*

## **SEMESTER WISE SUMMARY OF CREDITS AND MARKS**

### **MAHARISHI DAYANAND UNIVERSITY ROHTAK**

**(A State University established under Haryana Act No XXV of 1975)**

**‘A’ Grade University Accredited by NAAC**

**B.Ed. Spl. Ed. (SLD)**

**Semester 1**

**Course Name: Human Growth and Development**

**Course Code: 25SEUG201CPC1**

**Credits 02**

**Contact Hours: 60**

**Max. Marks: 50**

**(Theory: 40 Internal: 10)**

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

## **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.

## **Unit 1: Approaches to Human Development**

- 1.1 Human development as a discipline from infancy to adulthood
- 1.2 Concepts and Principles of development
- 1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- 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 Psychodynamic Theories
  - 2.1.1 Sigmund Freud's Psychoanalytic Theory
  - 2.1.2 Erikson's Psychosocial Theory

## 2.2 Behaviourist Theories:

2.2.1 Ivan Pavlov's Classical Conditioning Theory

2.2.2 B. Frederick Skinner's Operant Conditioning Theory

## 2.3 Humanistic Theory and Social Theory

2.3.1 Abraham Maslow's Theory

2.3.2 Lev Vygotsky's Sociocultural Theory

## 2.4 Cognitive Theory

### 2.4.1 Jean Piaget's Theory

## 2.5 Ecological theory

### 2.5.1 Bronfenbrenner's Ecological Systems Theory

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

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

3.2 Birth and Neonatal development: Screening the 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

## Coursework/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

- Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
- Berk, L. C. (2008). Child Development, New Delhi: Prentice Hall of India (Pvt.) Ltd.

- Brisbane, E.H.(2004).The developing child. Mc.GrawHill,USA.
- Cobb,N.J.(2001).The child infants, children and adolescents.Mayfield Publishing Company, California.
- Elizabeth B.Hurlock(1980).*Developmental Psychology: A Life-Span Approach*, Prentice Hall, New Delhi.
- Hurlock, E.B.(2005).Child growth and development.Tata Mc.Graw Hill Publishing Company, New York.
- Hurlock, E.B.(2006).Developmental Psychology- A life span approach.Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.
- Mittal, S.(2006).Child development-Experimental Psychology.Isha Books, Delhi.
- Nisha, M.(2006).Introduction to child development,Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc. Graw Hill Publishing Company, New York.
- Santrock, J.W.(2006).Child Development., Tata Mc.Graw Hill Publishing Company, New York.
- Santrock, J.W.(2007).Adolescence.Tata Mc.Graw Hill Publishing Company, New Delhi.

## SEMESTER-1

Course Name: Contemporary India and Education

Course Code: 25SEUG201CPC2

Credits: 02

Max Marks: 50

(Theory: 40 Internal: 10)

Contact Hours: 60

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### 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 learners 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, Buddhism 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. Girlchild 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; Attribution 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)

### Unit3:Commissions,ActsandPoliciesonEducationinGeneralandChildrenwith 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 EducationCommission(1952-53),EducationCommission(1964-66);NationalPolicy 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.

### Unit4:DevelopmentinSchoolEducationandEqualEducationalOpportunity

- 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 SLD (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. Issuesofqualityandequity:Physical,economic,social,cultural,languageissues ineducation (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 groupsand related issues; inequality in schooling: public-private schools, rural-urban schools, single teacher schoolsandotherformsofinequalities suchasregular anddistanceeducation systems.
- 4.5. Programmes and Schemes: IEDC (1974, 1983) (Integrated Education for theDisabled Children), SamargaShikshaAbhiyan[SSA (2000, 2011) (SarvaShikshaAbhiyan), RMSA, 2009 (RashtriyaMadhyamikShikshaAbhiyan)],IEDSS, 2009 (Inclusive Education of the Disabled at the Secondary Stage)

## Coursework/Practical/FieldEngagement

- **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 dislike and problems they face. Prepare a report and submit.
- **Group Activity:** organize an exhibition on different Indian philosophers and their contribution

## RecommendedReadings

- Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49, <https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf>
- Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India.
- DoEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi. <https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf>
- DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (now Ministry of Education), New Delhi.
- DoSEL (2023). National Curriculum Framework for School Education 2023. , Department of School Education and Literacy, Ministry of Education), New Delhi.

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/ncf\\_2023.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf)

- DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. [https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte\\_act\\_2009.pdf](https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf)
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Julka,A.,Mukhopadhyay,S.,Vyas,S.,Sharma,M,Anupriya,C.,&Salin,D.(2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi
- MehraD.D.(2009).EducationinEmergingIndianEducation,IndianEducation. Ludhiyana: Tondan Publications, Books Market.
- MHRD(1968).NationalPolicyonEducation,1968.MinistryofHumanResource Development (now Ministry of Education), New Delhi. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/document-reports/NPE-1968.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf)
- MHRD(1986). National Policy on Education 1986. Ministry of Human Resource Development (now Ministry of Education), New Delhi. <https://ncert.nic.in/pdf/nep/npe86.pdf>
- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs,inGovinda,R.(2002)(Ed)IndiaEducationReport.OxfordUniversityPress, New Delhi.
- Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication. Books Market.
- Narulla, S. &Naik, J. P. (1964). Student History of Education in India. Mc Millian& Co., of India Pvt. Ltd.
- NationalPolicy andEducation. (1986). MHRD.NewDelhi:Govt. ofIndia.
- Pathak,K. R. (2007).Education in theEmergingIndia. NewDelhi: Atlantic Publishers.
- Pathak,R.P.(2009).Philosophical andSociological FoundationsofEducation.New Delhi: Kanishka Publishers
- Pangatungan,M.(2022).Specialeducationbook:aresourcebookforteachersandother professionals servicing students with disabilities. Palmetto Publishing.
- Siddiqui,M.H.(2009).PhilosophicalandSociologicalfoundationofEducation.NewDelhi: APH Publishing Corporation, APM Publication Corporation.
- SinghY.K.(2007).Philosophical.FoundationofEducation.NewDelhi:APHPublication Corporation.
- Thakur,A.S.,andBerwal,S.(2007).EducationinEmergingIndianSociety.NewDelhi: National Publishing House.
- Tilak J.B.G (2018).Education and development in India: critical issues in public policy and development. Springer Singapore.

- UNESCO(2004).EducationforAll:TheQualityImperative.EFAGlobalMonitoringReport. Paris
- UNESCO(2009).ReportonEducationforsustainabledevelopment.

## SEMESTER-1

Course name: IntroductiontoDisabilities

CourseCode: 25SEUG201CDC1

Credits:02

Max Marks: 50

Contact Hours:60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### 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 (RPwD2016) 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 completingthe course,the learnerswillbeableto:

- Explainthevarioustermsassociatedwithdisabilities
- Classifyvariousdisabilitiesaccordingtodifferentframeworks
- Describethevitalprovisionsfor empoweringpersons withdisabilities
- Givedetails of theprevalence, characteristicsandneeds of various disabilities
- Discussthe sensitivityto bekeptin mindwhileworking withpersonswithdisabilities

### UnitI:Basics of disability

- 1.1 Exceptionality:Concept, Types,Strengths and Characteristics
- 1.2 Diversity,Difficulty, Delay &Disability inlearners
- 1.3 Mythsand realitiesaboutdisabilities.2e-Twiceexceptionality
- 1.4 21Specifieddisabilities inRPwD(2016) andtheireducational implications
- 1.5 InternationalClassificationofFunctioning(ICF)frameworkofWHO;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 Respectfor differenceand acceptance ofpersons with disabilities aspart of humandiversity
- 2.2 Benchmarkdisabilities& highsupport needs

2.3 Reasonable accommodations, equality and equity

2.4 Accessibility & barrier free environment for different disabilities

2.5 Effective participation and inclusion

### Unit3 Characteristics, incidence,prevalence, types, andneeds of persons with;

- 3.1 Locomotordisabilities and MuscularDystrophy
- 3.2 Cerebral Palsy and otherneurological conditions
- 3.3 Blindnessand Low vision
- 3.4 SLD
- 3.5 Speechand languagedisabilities

### Unit4 Characteristics, incidence,prevalence, types, andneeds of persons with;

- 4.1 IntellectualDisability
- 4.2 Autism Spectrum Disorder
- 4.3 SpecificLearningDisabilities
- 4.4 MultipleDisability and Deafblindness
- 4.5 OtherDisabilitiesincludedinthe RPwD (2016)

### Coursework/Fieldengagements

- Makingawareness postersfor avoidinglabeling, upholding strengths
- Awarenessprogramsoncelebratingdaysallocatedforspecificdisabilities
- Gatheringstate wisedata about incidenceof disability

### Recommendedreadings:

- Batshaw,M.L.,Roizen,N.J.,&Lotrecchiano,G.R.(2012).Childrenwithdisabilities.PaulH Brooks Publishing.
- Chavan,B.S,Ahmed,W.,Gupta,R.K.(2022).Comprehensivetextbookondisability.New Delhi: JayPee brothers medical publishers (P) Ltd.
- Chauhan,N.K. (2023). Introduction to disabilities. Book Enclave.

- Dogbe,D.S.Q.,Yeboah,K.A.(2020).Introductiontospecialeducationanddisabilitystudies. LAMBERT Academic Publishing.
- Farrell,A.F.(2015).Educatingsspecialstudents:Anintroductiontoprovisionforlearnerswith disabilities and disorders. Sage Publications.
- Hodkinson,A.(2019).Keyissuesinspecialeducationalneeds,disabilityandinclusion.SAGE Publication Ltd.
- Johnstone,D.(2001).Anintroductiontodisability.DavidFulton Publisher.
- Khatri,N. (2023). Introduction to disability. Walnut Publication.
- Martin,J.E.,&Martin,R.(2016).Anintroductiontospecialeducation:Makingadifference. Pearson.
- Mishra,P.,Reddy,K.S.,&Sridevi,K.(2021).Introductiontodisabilities.Neelkamal Publications (P) Ltd (Hyderabad)
- Ramaswamy,B.(2012).Introductiontodisabilitybasicconceptsandissues.KaniskaPublic ation.
- Shakespeare, T. (2018). Disability thebasis.Routledge.
- Smith,J.,&Sewell,A.(2020).Introductiontospecialeducationalneeds,disabilityand inclusion: a student's guide. SAGE Publication Ltd.
- Wearmouth,J.(2023). Specialeducationalneedsanddisability. Routledge.
- Westwood,P.(2013).Whateachersneedtoknowaboutstudentswithdisabilities.ACER Press.

#### **Web links**

- <https://depwd.gov.in/acts>
- <http://www.ccdisabilities.nic.in/resources/disability-india>
- <https://niua.in/intranet/sites/default/files/2458.pdf>
- <https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/11/202311292033291428.pdf>
- [https://www.nhfdc.nic.in/upload/nhfdc/Persons\\_Disabilities\\_31mar21.pdf](https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf)

## SEMESTER-1

Course Name: Introduction to Education of Students with Disabilities

Course Code: 25SEUG201CDC2

Credits: 02

Max Marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### 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 setups
- 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 to 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

## Unit2: 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 Anganwadis 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 (11 yrs 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

### Coursework/Field engagements

- Visits to various educational setups
- Interacting with Adults with disabilities and Senior retired professionals
- Readings and reflections of biographies and institutional reports
- Flowchart of accessing Govt schemes

## Recommended readings

- Ajay Singh, Mark Viner, Chia Jung Yeh (2020). Special Education Design and Development Tools for School Rehabilitation Professionals, IGI Global, USA
- Ange Anderson (2019). Virtual Reality, Augmented Reality and Artificial Intelligence in Special Education: A Practical Guide to Supporting Students with Learning Differences, Routledge; 1st edition
- B S Chavan, Wasim Ahmad, Raj Kumari Gupta (Eds). Comprehensive Textbook on Disability (2022) ISBN: 978-93-5465-551-7 (2022), Jaypee brothers medical publishers, New Delhi
- Catlin Tucker, Katie Novak (2022). The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning, Impress, LP
- Chandra, S. (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd
- Curricular framework for cross disability early intervention and school readiness, Pehal and Nipun, published by RCI, AYJNISHD (D) and Pratham
- Disability and Inclusion: From rationale to reality, Ratan Sarkar, Dr. Mumtaz Begum Eds., New Delhi ISBN: 978-81-8435-469-0 Adyayan Publishers & Distributors,
- Dr. Behzad Maqbool, Prof. Jayanthi Pujari (Editor). Changing Scenario and Emerging Trends in Special Education. Neelkamal publications
- Dr. K. Ravikanth Rao and Dr. P. Dinakar (2016). Life Skills Education. Neelkamal publishers, Hyderabad
- Edward A. Polloway, James R. Patton, Loretta Serna, Jenevie W. Bailey (2012). Strategies for Teaching Learners with Special Needs, Pearson publisher
- G, Shirley., Kunnath, SK., Varghese, A., George, VM., (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
- KhursheedAhmadButt(2022).NationalHigherEducationPolicy2020:HowtoMakeIt Happen? Atlantic Publishers and Distributors (P) Ltd
- Lawrence,ArulA.S&Thiyagarajan,P,(2021).Nationbuildingthroughskill 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, BalamuruganBalusamy, 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 InclusivePractices 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).Creatingplayenvironmentforchildrenwithsensory Impairment & additional disabilities
- Nawale, Arvind &Nivargi, M &Gangane, A & Tiwari, Sandya. (2018). An Introduction to Life Skills. Macmillan Publishers ISBN: 9387914887
- NeeruGupta(2017).MajorIssues&ChallengesinSpecialEducationinIndia.Horizon books
- S.L.Sharma,B.S.GhumanandShitalParkash(Eds.)(2018).HigherEducationInIndia: 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.
- YuktiSharma(2021).InclusiveEducationPerspectivesPraxis AndPedagogy,PearsonIndia

#### Web based readings

- [https://cbseacademic.nic.in/web\\_material/Manuals/handbook-inclusive-education.pdf](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-](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://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%20EDUCATION.pdf>
- [https://www.education.gov.in/sites/upload\\_files/mhrd/files/document-reports/Confluence.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/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/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.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- [https://www.hzu.edu.in/bed/Basics-in-Education%20\(NCERT\).pdf](https://www.hzu.edu.in/bed/Basics-in-Education%20(NCERT).pdf)
- <https://www.niepid.nic.in/Handbook%20on%20EIC.pdf>
- <https://www.oecd.org/education/school/50293148.pdf>
- [https://www.researchgate.net/publication/373041128\\_Combining\\_Artificial\\_Intelligence\\_with\\_Special\\_Education](https://www.researchgate.net/publication/373041128_Combining_Artificial_Intelligence_with_Special_Education)
- <https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf>
- <https://www.unicef.org/eap/media/6421/file/Education%20for%20every%20ability.pdf>
- <https://www.unicef.org/media/126506/file/UNICEF-Right-to-Education-Children-Disabilities-ENG.pdf>
- <https://www2.ed.gov/documents/ai-report/ai-report.pdf>

## SEMESTER-1

Course Name: Identification of Children with SLD and Assessment of Needs

**Course Code: 25SEUG201DSSLDT1**

**Credits: 02**

**Max Marks: 50**

**Contact Hours: 60**

**(Theory: 40 Internal: 10)**

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

## Introduction

This course is planned to orient and educate the learners in understanding the condition of Learning

Disability (SLD), the various types of SLD, and acquiring the skills of assessment in different domains and curricular areas, and diagnosing the condition. Along with the exposure to the standardized tools of assessment, the informal assessment tools are introduced. The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning.

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

- Discuss the concept, the history, causes and manifestations of SLD.
- Describe and differentiate among different types of SLD.
- Describe the various assessment tools used for assessment of SLD.
- Develop tools and conduct assessment of SLD in various domains.
- Develop tools and conduct assessment of SLD in various curricular areas.

Unit:1 Introduction to Specific Learning Disability (SLD). 1. History of SLD (International and National).

2. Definition (NJCLD, 2022 and RPwD, 2016).

3. Prevalence of SLD.

4. Etiology of SLD- medica and social; co-morbidity of SLD with ADHD.

5. Implications of SLD as an invisible disability; myths, and misconceptions.

Unit:2 Types of SLD Characteristics of the following across the life span-

1. Reading

2. Writing

3. Mathematics.

Characteristics and educational implications of-

1. Dyspraxia; Developmental aphasia

2. Non-verbal LD

Unit:3 Assessment of SLD

1. Concept of screening and identification; differential diagnosis .

2. Identification criteria – Latest DSM.

3. Types of assessment tools – Criterion referenced tests, norm referenced tests, teacher made tests (TMTs), curriculum based tests, curriculum based assessments, curriculum based. Measurements, portfolios, checklists, rating scales, anecdotal records, observation schedules.

4. Standardised / Formal tools – Screening tools (BCSLD, DALI, PRASHAST), IQ assessment (WISC, SPM, CPM), Diagnostic (DTLD, DTRD, Aston Index, NIMHANS SLD Index), Achievement (GLAD, WRAT).

5. Guidelines and procedure for assessment of SLD for certification in India.

#### Unit :4 4.1 Domains of Assessment

1. Motor.

2. Perceptual.

3. Cognitive.

4. Social-Emotional.

5. Language.

#### 4.2 Assessment of Curricular Areas

1. Readiness skills.

2. Reading (accuracy, reading comprehension, and fluency). 3. Spelling.

4. Writing (hand writing and written expression).

5. Mathematics (number sense, language, maths facts, computation, problem solving).

## **Coursework/Practical/FieldEngagement**

- Compilingchecklists(atleasttwo)toidentifySLDinchildren.
- Usingtheaudiogramsofchildren(atleasttwo),identifytheaudiologicalneedsofeach.
- Profilingthespeechofchildren(atleasttwo)byusingaspeechassessment kit.
- ProfilingISLskillsofchildren(atleasttwo)byusingISLassessmenttools.
- Record the interaction with a three year old typically developing child and write yourbrief reflections in terms of use of vocabulary and syntax (speech and sign language).
- Compilevarioustoolsusedforeducationalassessmentofchildren.

## **SuggestedReadings**

- Bel,R.L.,&Frisbie,D.A.(1991).EssentialsofEducationalMeasurement(5<sup>th</sup>ed). Prentice Hall Publication, New Jersey.
- Boyle,J.,&Fisher,S.(2007).Educationaltesting(Acompetence-basedapproach). BPS Blackwell Publication, Singapore.
- Brigance, A. H., & Hargis, C. H. (1993). Educational Assessment, Charles C Thomaspublication, USA.
- <https://www.lead-k.org/leadkfaq/>
- Jalvi,R,Nandurkar,A.,&Bantwal,A.(2006).IntroductiontoSLD. Kanishka Publication, New Delhi.
- Jurs,S.G.,&Wiersma,W.(1990).EducationalMeasurementandTesting(2<sup>nd</sup>ed).Allyn and Bacon, Boston.
- Linn,R.L.,&Gronlund,N.E.(1995).MeasurementandAssessmentinTeaching. (7<sup>th</sup>ed). Prentice Hall Publication, New Jersey.

- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology (11<sup>th</sup> ed.). Pearson Education, Boston.
- Mathew, S., & Misra, A. (2010). Knowledge based evaluation of students with SLD. Journal of NCED, Vol 2(1), 26-33.
- McMillan, J.H. (2001). Classroom assessment: Principles & practices for effective instruction (2<sup>nd</sup> 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. (5<sup>th</sup> ed.). 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.
- Research Briefs by VL2 <https://vl2.gallaudet.edu/research-briefs>
- Resources by LEAD-K
- Singh, B. (2004). Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi.
- Status of Disability in India. (2007). SLD 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](http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf)
- VCSL Checklist: <https://vl2.gallaudet.edu/visual-communication-and-sign-language>

### SEMESTER-1

Course Name: Visits & Writing Reports (Special Schools, Therapy Centers, Rehabilitation Organisations, And Inclusive Schools) (SLD)

Course Code: 25SEUG201DSLDP1

Credits: 2

Max Marks: 50

Hours: 60

**Brief description:** Visits to different organizations will 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	Educationl settings	Specificactivities	Hours	Submissions
1	Visits to special schools/ Deaf Associations/TrainingCentres which use a) Educational Bilingualism b) Total Communication c) Oral-aural approach	Special schools for children with SLD	<ul style="list-style-type: none"> <li>• Study the infrastructure, resources available in a special school, Deaf Associations/ TrainingCentresand observe the various services being offered.</li> <li>• Identify the communication modebeingusedby the school.</li> <li>• Listthebestpractices offered by the schools/organizations visited.</li> <li>• Write a report on the quality of education deliveryinthespecial schools / organizations visited basedonthefeedback from the deaf students.</li> <li>• Include the suggestionsonwhat canbedonetomake it better.</li> </ul>	45  (It is desirable that exposure to all approaches may be provided andshould be spread across all semesters )	Writing reports including reflections on teaching-learning process. Reportscan be writtenand intheform of ISL video submission .
2	Visit to speech and hearing center/clinic	Speechand hearing clinic	<ul style="list-style-type: none"> <li>• Observe hearing assessment in childrenofvarious age groups</li> <li>• Observehearing aid</li> </ul>	15	Writing reports including reflections.

			<p>trial and fitting in children of various age groups</p> <ul style="list-style-type: none"> <li>• Listening to speech of children with and without hearing loss and identifying parameters (Non-segmental, segmental &amp; supra-segmental) 3 children each.</li> <li>• Observing speech assessment (screening) children.</li> <li>• Carrying out speech assessment (screening).</li> <li>• Observing speech assessment using standardized tool.</li> <li>• Observing listening check of children's hearing devices.</li> <li>• Observing individual speech teaching sessions.</li> <li>• Observing group teaching sessions (2 children)</li> <li>• Planning and executing lesson plan for teaching non-segmental, segmental and supra-segmental aspects of speech (2 children)</li> <li>• Study the infrastructure, resources and best practices in the settings</li> </ul>		
<b>TOTAL</b>				<b>60</b>	

## SEMESTER-1

**Course Name: Classroom Observation at Different Levels and of Different Subjects-(IEP)  
(SLD)**

**Course Code: 25SEUG201DSSLDP2**

Credits:2

Max Marks: 50

Contact Hours:60

**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.

<b>S l . N o .</b>	<b>Tasks</b>	<b>Educational settings</b>	<b>Specific activities</b>	<b>Hours</b>	<b>Submissions</b>
--	--------------	-----------------------------	----------------------------	--------------	--------------------

1	<p>Classroom teaching observation at different levels and of different subjects using :</p> <p>a) Educational Bilingualism  b) Total Communication  c) Oral-aural approach</p>	<p>Special schools for children with SPECIAL LEARNING DISABILITIES</p>	<p>Observe the teaching of children with SLD using:</p> <p>a) Educational Bilingualism  b) Total Communication  c) Oral-aural approach</p> <ul style="list-style-type: none"> <li>• Observe various activities such as conversation, visits, directed activity, story-telling/poem and ensure observation for teaching various class subjects.</li> <li>• Write the observation reports at different levels and of different subjects.</li> <li>• Include the learnings &amp; insights, feedback, areas of improvement in the observation report.</li> <li>• It is desirable that</li> </ul>	60	<p>Observation Report for each observation (in written language or ISL or both)</p> <p>Presentation by the candidate sharing the summary of their observations &amp; reflections.</p>
---	--	--	--	----	---

			observation of classroom activities is spread across the semesters i.e.15 hours of observations in each semester. <ul style="list-style-type: none"> <li>• 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</li> </ul>		
<b>TOTAL</b>				<b>60</b>	

### SEMESTER-1

Course Name: Supportive Skill Training (Assistive Technology, Functional Academic Skills, etc.) (SLD)

Course Code: 25SEUG203DSSLDP5

Credits: 6

Max Marks: 150

Hours: 180

#### **Brief description:**

The Supportive Skill Training gives the learners an opportunity to acquire essential skills that are crucial for effective communication and accessibility in the context of SLD. 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 SLD.

#### **F1 Supportive Skill Training**

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Submission

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
2	ISL Communication		Learn and practice ISL Communication in daily life through basic vocabulary, sentences & questions. Practice dialogues in ISL about various topics.	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	
4	Teaching Concepts using ISL in various subjects		Observing subject wise e-content is available in ISL (SIGNLIBRARY, ISLRTC, NIO 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	
5	Abstract Concepts in ISL		Understanding and delivering abstract educational concepts in ISL	10	
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	
7	Regional variation in ISL		Observe the regional variations in ISL and note the importance of knowing this variation while teaching.	5	

			Record regional variations in ISL (at least 5 examples). Discuss the importance of regional variations with the deaf students.		
8	ISL Grammar		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	20	
9	ISL Games & Competitions		Participate and create various games, activities or competitions related to ISL	10	
			<b>Total</b>	<b>120</b>	

**Supportive Skill Training (Assistive Technology) 60 hours**

Sl. No.	Tasks	Educational settings	Specific activities	Hours	Submission S
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
2	Listening check of hearing devices	Institute/ Clinic	- Carrying out daily listening checks on devices of children with SLD (5 children)	5	Reports in journal
3	Developing a pamphlet/poster/video for describing care and maintenance of hearing devices to parents of CwHI	Institute/ Clinic	- Understand the Do's 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
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
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

			interms of their providers, pricing, etc.		
6	Schemes for procurement of hearing devices	Hearing and speech Clinic	<ul style="list-style-type: none"> <li>• Prepare a list of all available schemes that provided different types of hearing devices to PwHI and list the provisions under the schemes.</li> </ul>	5	
7	Listening training		<p>Prepare and demonstrate lesson plans for listening training for children</p> <ul style="list-style-type: none"> <li>• Below 2 years (2 plans)</li> <li>• Between 2 to 5 years (2 plans)</li> <li>• Above 5 years (2 children)</li> </ul>	10	
8	Speech intervention	Clinic	<ul style="list-style-type: none"> <li>- List out the available devices for speech teaching and correction, including various Apps.</li> <li>- Observing individual speech teaching sessions (2 children)</li> <li>- Observing group teaching sessions (2 children)</li> <li>- Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)</li> </ul>	15	
<b>TOTAL</b>				<b>60</b>	

## **SEMESTER 2**

Course Name: Learning, Teaching and Assessment

Course Code: 25SEUG201CPC3

Credits: 02

Max marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### **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 support 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 classroom settings

## Unit2: LearningProcess andMotivation

- 2.1 Sensation:Definition andSensory Process
- 2.2 Attention:Definition and Affecting Factors
- 2.3 Perception:DefinitionandTypes
- 2.4 Memory, Thinking, and Problem Solving
- 2.5 Motivation:Nature,DefinitionandMaslow'sTheory

## Unit 3: Teaching LearningProcess

- 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

#### Coursework/Practical/Field Engagement

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

#### Recommended Readings

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. New Delhi: Jain Book Agency.

- Chauhan,S.S. (2013). Advanced Educational Psychology.NewDelhi:Jain Book Agency,
- King-Sears,E.M.(1994).CurriculumBasedAssessmentinSpecialEducation.SanDiego: Singular Publishing Group.
- Panch,R.(2013).EducationalPsychology:TeachingandLearningPerspective.NewDelhi: McGraw Hill Education (India) Private Limited.
- Salvia, J., Ysseldyke, J, E. and Bolt, S. (2007). Assessment in Special and Inclusive Education. Boston: Houghton Mifflin Company.
- Whitcomb,S.,&Merrell,K.W.(2012).Behavioral,Social,andEmotionalAssessmentof Children and Adolescents, New York: Routledge.
- Woolfolk, A., Misra, G., &Jha, A.K. (2012). Fundamentals of Educational Psychology, (11<sup>th</sup>ed). New Delhi: Pearson Publication.
- <https://sites.google.com/site/webresourcesforlearning/home>
- <https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/teaching-learning-and-assessment/>
- <http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories>
- <https://www.ncbi.nlm.nih.gov/books/NBK562189/>

## SEMESTER-2

Course Name: Pedagogy of Teaching Science

Course Code: 25SEUG202CPC4B

Credits: 02

Max Marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### 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 skill 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.

#### 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 Science to students with disabilities.
- Curricular adaptations for teaching Science 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

- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010). The teaching of science: 21st-century perspectives.

Arlington, VA: NSTA Press, USA.

- Fensham, P.J. (1994). *The content of Science: A constructive approach to its Teaching and Learning*. Washington, D.C: The Falmer Press.
- Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Joshi, S.R. (2005). *Teaching of Science*. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*, Sydney: North Rocks Press.
- Lawson, E. A. (2010). *Teaching Inquiry Science in Middle School*, New Delhi: Sage Publications.
- Layton, D. (1989). *Innovations in Science and Technology Education*, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). *Techniques of teaching blind children*, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N.K., Mani, M.N.G., & Raychowdhary, N. (1987). *Sourcebook for training teachers of SLD*, New Delhi: NCERT.
- Murray, L.J. (1988). *Basic Skills – Science*, Boston: John Murrey.
- NCERT (1982). *Teaching Science in secondary schools*, New Delhi: NCERT.
- NCERT (2013). *Pedagogy of Science-Physical Science (Part-I)*. Textbook for B.Ed. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2013). *Pedagogy of Science-Physical Science (Part-II)*. Textbook for B.Ed. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2016). *In-Service Training Programme Pedagogy of Science-Physical Science (Part-II)*. Textbook for B.Ed. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))

- NCERT (2019). Pedagogy of Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NIVH(1992).Handbookfortheteachersforthevisuallyhandicapped,Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma,R.C.(2005).ModernScienceteaching,Delhi:DhanpatRai&Sons.
- Siddiqui,H.M.(2007).Teachingscience,NewDelhi:Balajioffset.
- Siddiqui,N.N.,&Siddiqui,M.N.(1994).Teachingofsciencetoday& tomorrow, Delhi: Doaba House.
- Singh, V.K. (2014). Teaching Science and Mathematics to all Children at the Secondary Level (Inclusive Education). In-service Teachers Professional Development (ITPD) package for teachers of the secondary stage. Department of Education in Science and Mathematics, New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2015). Including Children with Special Needs-Upper Primary. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- Starin,A.,&Sund,B.(1983). Teaching science through discovery.Ohio: CharlesE. Merril Publishing Company
- Tripathi,S.(2004).TeachingofPhysicalScience,Delhi:DominantPublications.
- UNESCO(1966).SourceBookforScienceTeaching,Paris:UNESCO.
- Vaidya,N.(2003).ScienceTeachinginSchools,NewDelhi:Deep& DeepPublishers.
- Vanaja,  
M.(2006).TeachingofPhysicalScience,Hyderabad:NeelkamalPublication  
s.
- Rao,V.K.(2004)..ScienceEducation.APHPublishingCorp.,NewDelhi.

## SEMESTER-2

Course Name: Pedagogy of Teaching Mathematics

Course Code: 25SEUG202CPC4A

Credits: 02

Max Marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### Introduction

The course will help the student-teacher to generate the student's interest for learning maths and develop disposition towards the subject. It is designed to equip the learner 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, Aryabhata, Bhaskaracharya, Euclid, Pythagoras)
- 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

## Unit 2: Objectives and Instructional Planning in Mathematics

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

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

### Unit3:StrategiesforLearningandTeachingMathematics

- 3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
- 3.2 LearningByExposition:AdvancedOrganizerModel
- 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 knowledgeandpractices,OralWork,WrittenWork,Drill-Work,Brain-Storming and Computer Assisted Instruction (CAI), integration of arts, sports and sciencein 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,

### Unit4:Teaching-LearningResourcesinMathematicsforStudentswithDisabilities

- 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance
- 4.2 UtilizationofLearningResourcesin Mathematics: Charts andPictures,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-centredand projectbasedclubs,Quizanddebateclubs,MathsOlympiadsandcompetitions
- 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

### Practical/FieldEngagement/ProjectWork

- Preparationofamultimediapresentationonatickwithspecialreferencetostudents 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 groupactivitiesforassessment,assignments,projects,real-lifeexperiences,question papers, quizzes etc.

- Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

#### Recommended Readings

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

- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N.K., Mani, M.N.G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.
- NCERT (2012). Pedagogy of Mathematics. Textbook for B.Ed. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2015). Including Children with Special Needs - Upper Primary Stage. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2019). Pedagogy of Mathematics. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT.
- (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2023). National Curriculum Framework for School Education. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville.
- Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.
- Singh, V.K. (2014). Teaching Science and Mathematics to all Children at the Secondary Level (Inclusive Education). In-service Teachers Professional Development (ITPD) package for teachers of the secondary stage. Department of Education in Science and Mathematics, New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))

## SEMESTER-2

Course Name: Pedagogy of Teaching Social Studies

Course Code: 25SEUG202CPC4C

Credits: 02

Max Marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### **Introduction**

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

### **Learning Outcomes**

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

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

### **Unit I: Nature of Social Sciences**

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

### **Unit II: Curriculum and Instructional Planning**

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

- 2.2 Instructional Planning: Concept, need and importance
- 2.3 Unit plan and Lesson plan: need and importance
- 2.4 Procedure of Unit and Lesson Planning
- 2.5 Adaptation of unit and lesson plans for children with disabilities

### Unit III: Approaches to teaching of Social Science

- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d)

Spiral,e)Integrated,f)Regressive

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

#### Unit IV: Assessment and Evaluation of Learning in Social Science

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

#### Course Work/Practical/Field Engagement

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

#### Recommended Readings

- Aggarwal, J.C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd., Meerut.
- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas

Publishing House Pvt Ltd., Meerut.

- Batra,P. (2010).Social Science Learning in Schools Perspective and Challenges.Sage Publications Pvt. Ltd., New Delhi.
- Chauhan,S.S.(2008).Innovations in teaching learning process.Vikas Publishing House Pvt Ltd., New Delhi.
- Dhand,H.(2009).Techniques of Teaching.APH Publishing Corporation,New Delhi.
- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers,New Delhi.
- George,A.M.,&Madam,A.(2009).Teaching Social Science in Schools,NCERT, New Delhi.
- Mangal,S.K.(2004).Teaching of Social Science,Arya Book Depot,Delhi.
- Mangal,U.(2005).Samajik Shikshan,Arya Book Depot,New Delhi.
- NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2014). Package in Social Sciences for Professional Development of In-Service Teachers. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2019). Pedagogy of Social Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT(2019).School Based Assessment.National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- Rai,B.C.(1999).Methods of Teaching Economics.Prakashan Kendra,Lucknow.
- Sharma,R.A.(2008).Technological foundation of education.R.Lall Books

Depot.,Meerut.

- Sharma, R.N. (2008). Principles and techniques of education. SurjeetPublications, Delhi.
- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
- Stone,R.(2008).BestPracticesforTeachingSocialStudies:WhatAward-Winning Classroom Teachers Do. Corwin, CA.

पाठ्यक्रमकोड: 25SEUG202CPC5A

क्रेडिट: 02

Max marks: 50

अविधि: 60 घंटे

(Theory: 40 Internal: 10)

परिचय

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

यह पाठ्यक्रम हिंदी भाषा और साहित्य, नदशा मक योजना और मूल्यांकन का अंतर्गत मंडलन मबना एगा यह हिंदी भाषा को समाव शीक और भाषा शरण-

अधगमकसदार्थात्पर आधारतपाठकयोजनातैयारकरन एवंसस संबंधतअधगम-

सामकीकमाणकरन सहायकहोगा यह पाठ्यक्रम हिंदी भाषा कहनपहल, ओकवव पनाकरन और हिंदी भाषा शरणकटकोण औरवतमानमव ओकार ज्ञानन काअ

वसरमदानकर गाभारतीयवअंतराकयसंदभिकबंधमहपाठ्यक्रम हिंदी भाषा शरणकटकोण मक औरअन, संधाना मककौशल-

मताकाभीवकासकर गादय हिंदी भाषा शरण, अण्यभाषा शरणशाह, भाषा अधेहण, भाषाकसंभूतकपहल, ओ और

बहु भाषावादसंबंधतम, ददकएभीएकआधारमदानकर गा

उददेश्य:

मैतु तपाठ्यक्रमदवाराशरण-

- अंतरतव समाजकीवन औरवकासके हिंदी भाषाकोगदानसुररपतहग।
- मूलभूतभाषाकौशल औरभाषाअधगमकअभूमकाकाअन, भवक
- इकाईनयोजन औरपाठयोजनाकअमंडयाकलहग।
- हिंदी शरणकवेटायावहारकददयकनधारण औरल खनकमहग।
- हिंदी शरणकअधगमलअयकअमोतकएमैयोयाशरणवधयकाभयोगक
- हिंदी शरणकददयकअसहजमोतकएसहायकपकरणकनमाण औरपयोगकहग।
- भाषाअधगमसदयालयआधारतआकलनमैवधकपयोगकलतापूवकक
- भाषाअधगमसदयालयकठनाइयकराकरणकएअयामकअन, संधानकभयोगक

इकाई-10 हंदभाषाकभैकित,मैयोयता औरसंधान

- हिंदी भाषाकानामकरण, ससहिंदीकदभवकअमंडया
- हिंदी भाषासदु, अंजी औरससमावटमैरयया

- विवेचनभाषा और भवदुयभाषाकषणहणुदकवकासका आंकलन।
- हणुदकसाहयकासामाणुयपरपया।
- हणुदकगदयसाहयकावधाएँ-कहानीनाटक औरमहाकाय, 7पणुयास, यादुाववरण, आखमकवा औरसंभमरण।

### इकाई २-भाषाअधगमकान्कृति और पाठिनयोजन

- हिंदुदेशकान्कृति और ७ददया
- कान्कृतिनयोजनकाप्रयय, इसकामहसव और नमाणा, वध
- पाठयोजनाकापरपय, ७पयोग और महसवा
- पाठयोजनाकरणसंरचनाए ७पागम और ७नकाफियावयना
- हिंदुदेशकान्कृतिनामक, बोधामक, कौशलामक और ७पगत ७ददयका नधारणा

### इकाई ३-७हदशकान्कृतिवधवाओकेकान्कृतिवधकापरचय और उपयोग

- गदयएवंपदयकान्कृतिआवेकता और ७पयोगिता
- गदयकान्कृतिअविवध, वयावया, वेलषण और संय, रतवधकापरपय और इनकसमीका
- पदयकान्कृतिअविवध, वयावया, वेलषण और संय, रतवधकापरपय और इनकसमीका
- ७पय, रतताकाअंकलना
- अयाकरणकान्कृतिआवेकता और ७पयोगिता
- अयाकरणकान्कृतिनगमन, आगमन, भाषासंग और पापय, एतकवधका मूयानका

### इकाई ४-भाषाअधगम-कान्कृतिहायकसामिहयकाप्रयोग

- कान्कृतिपरकान्कृतिअसंदभा, महसव और लाभा
- अधगम-कान्कृतिअय, अयएपशा ७पकरणकाकारा
- ७य ७पकरण-यामपाट, पाट, नरशा, मानपहु, मितठप, कायाशालमितठप और ७लेश
- काडएसंकितकभाषकवीडयोतवान, शीषक, अखबार, पण्डिकाओ और, एतकइयादकान्कृतिवध और अ४यासा
- अय ७पकरण-काँपैरटडक, अयप, एतक, ड जीप, एतक, आई-पॉडइयादकान्कृतिवध और अ४यासा
- एपशा ७पकरण-वतवकवत, एपयतवत, एआवागमनएपशा, पीएप, ड, पौध इयाद  
• कपशा मक, मितठपएपशा मक नरशा, एपशा मक मानपहु, मानव, शरकरकएपशा मक.  
• मितठपएल, लपीअय, एतक एवंपअयएपशा मक कान्कृति. अधगमसामिहय  
• इयादकान्कृतिवध और ७पयोगिता



- पाठ्य पुस्तक (२०१०) हिंदी शिक्षण: अभिनव आयाम, एन सी ई आर ससपब्लिक शंस, दरयागंज, नई दिल्ली
- मंगल, 7 मा (२००९) हिंदी शिक्षण, आयुक्त पोकरोल बाग, नई दिल्ली
- पाठ्य पुस्तक (२००९) हिंदी शिक्षण, वनोदपुस्तक मंडल
- शर्मा, रामपुस्तक (२००६) हिंदी साहित्य का इतिहास, राजकमल प्रकाशन, नई दिल्ली
- लाल, रमन बहारक (२००२) हिंदी शिक्षण, रत्नो गीतिकाशन, मरठ
- सिंह, सावित्री (२००४) हिंदी शिक्षण, इंटरनेशनल पब्लिशिंग हाउस, मरठ
- रा.शै. अ.प्र.प. (२०१४) विश्व आवेकतावाल बर्णिकासमावशन-  
हिंदी विमकेतर, रा.शै. अ.प्र.प. संधान और हिंदी शिक्षण परषद, नई दिल्ली: रा.शै. अ.प्र.प. (www.ncert.nic.in)
- रा.शै. अ.प्र.प. (२०१९) विश्व आवेकतावाल बर्णिकासमावशन- 71 पं. हिंदी विमकेतर,  
रा.शै. अ.प्र.प. संधान और हिंदी शिक्षण परषद, नई दिल्ली: रा.शै. अ.प्र.प. (www.ncert.nic.in)
- रा.शै. अ.प्र.प. (२०१९) विद्यालय आधारित ऑनलाइन कूलिंग, खर्ज और शिक्षक कर्तव्य निरूपण परा.शै. अ.प्र.प. पहल, नई दिल्ली: रा.शै. अ.प्र.प. (www.ncert.nic.in)
- रा.शै. अ.प्र.प. (२०१९) भाषा शिक्षण-  
शा.शै. अ.प्र.प. कूलिंग, खर्ज और शिक्षक कर्तव्य निरूपण परा.शै. अ.प्र.प. पहल, नई दिल्ली: रा.शै. अ.प्र.प. (www.ncert.nic.in)
- रा.शै. अ.प्र.प. (२०१४) विश्व आवेकतावाल बर्णिकासमावशन-  
हिंदी विमकेतर, रा.शै. अ.प्र.प. संधान और हिंदी शिक्षण परषद, नई दिल्ली: रा.शै. अ.प्र.प. (www.ncert.nic.in)
- रा.शै. अ.प्र.प. (२०१९) विश्व आवेकतावाल बर्णिकासमावशन- 71 पं. हिंदी विमकेतर, रा.शै. अ.प्र.प.  
शै. अ.प्र.प. संधान और हिंदी शिक्षण परषद, नई दिल्ली: रा.शै. अ.प्र.प. (www.ncert.nic.in)
- रा.शै. अ.प्र.प. (२०१९) विद्यालय आधारित ऑनलाइन कूलिंग, खर्ज और शिक्षक कर्तव्य निरूपण परा.शै. अ.प्र.प. पहल, नई दिल्ली: रा.शै. अ.प्र.प. (www.ncert.nic.in)
- रा.शै. अ.प्र.प. (२०१९) भाषा शिक्षण-  
शा.शै. अ.प्र.प. कूलिंग, खर्ज और शिक्षक कर्तव्य निरूपण परा.शै. अ.प्र.प. पहल, नई दिल्ली: रा.शै. अ.प्र.प. (www.ncert.nic.in)

## SEMESTER-2

Course Name: Pedagogy of Teaching English

Course Code: 25SEUG202CPC5B

Credits: 02

Max Marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### Introduction

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

### Learning Outcomes

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

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

### Unit I: Nature of English Language & Literature

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

## Unit II: Instructional Planning

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

## Unit III: Approaches and Methods of Teaching English

- 3.1 Difference between an approach and a method

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

#### Unit IV: Instructional Materials

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

#### 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 worksheet (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 a Second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.
- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Grellet, F. (1980). Developing Reading Skills, Cambridge University Press, New York.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.
- NCERT (2014). Including Children with Special Needs-Primary Stage. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2019). Pedagogy of Languages. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2019). School-Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT (2023). National Curriculum Framework for School Education. New Delhi: NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). Teaching of English. Kalyani Publishers, Ludhiana.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

## Semester 2

## **Course Name: Equitable and Inclusive Education**

### **Course Code: 25SEUG202CDC3**

**Credits 02**

**Max. Marks:50**

**Contact Hours: 60**

**Theory:40, Internal:10)**

**Note:** Paper Setter will set 09 questions in all, out of which students will be required to attempt 05 questions.

- Question no. 1 will be compulsory and it will comprise of 04 short answer type question 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 08 marks each.

#### **Introduction:**

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

#### **Learning Outcomes**

After completing this course, the learner will be able to

- Explain the construct of inclusive education and the progression from segregation towards valuing & 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.

#### **Unit1**

##### **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

#### **Unit2**

##### **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

#### Coursework / 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

- 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, Crown Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to

Inclusion, Corwin Press, Sage Publishers.

- Karant,P.,&Rozario,J.((2003).LearningDisabilitiesinIndia.SagePublications.
- Karten,T.J.(2007).More InclusionStrategiesthatWork.CorwinPress,SagePublications.
- King-Sears,M.(1994).Curriculum-BasedAssessmentinSpecialEducation.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 SpecialandInclusiveEducation, SagePublications.
- 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 InclusiveEducation: An Ethnographic Study. Philadelphia: Open University Press.
- Westwood, P. (2006). Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

## Semester 2

**Course Name: Supportive Skills for the Education of Children with Disabilities**

**Course Code: 25SEUG204DSSLDT5**

**Credits 02**

**Max. Marks:50**

**Contact Hours: 60**

**Theory:40, Internal:10)**

**Note:** Paper Setter will set 09 questions in all, out of which students will be required to attempt 05 questions.

- Question no. 1 will be compulsory and it will comprise of 04 short answer type question, 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 08 marks each.

### **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 this course, the learner will be able to:

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

### **Unit 1**

#### **Welcoming and safe school environment**

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

- 1.5 The power of embracing mistakes, rectifying and learning from failures

## Unit 2

### Basics of ISL, Tactile signs & Speech reading for students with HI or deaf blindness or other disabilities

- 2.1 Fingerspelling and signing basic vocabulary of names, numbers, colours, days, months and question forms
- 2.2 Signing class essentials such as homework, 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 behaviour and echolalia to promote learning
- 4.5 Using AAC to foster communication and learning in students with CP and ASD

### Recommended readings

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

- Dr.Sr. Alice Mathew. Learning Disabilities and Remediation, Neelkamal Publications, Hyd
- Elaine Sutherland, Lesley-Anne Barnes Macfarlane (Eds) (2016) Implementing Article 3 of the United Nations Convention on the Rights of the Child, Best Interests, Welfare and Well-being. Cambridge University Press
- Foundations of Vision Rehabilitation Therapy. (2020). United States: APH Press, American Printing House for the Blind.
- Gargiulo, R.M., Kilgo, J.L. (2018). An Introduction to Young Children With Special Needs: Birth Through Age Eight. United States: SAGE Publications.
- Garry Hornby James M. Kauffman (eds) (2021). Special and Inclusive Education: Perspectives, Challenges and Prospects. MDPI, Switzerland
- Gordon-Gould, P. & Hornby, G. (2023). Inclusive education at the crossroads: Exploring special needs provision in global contexts. Routledge.
- Hamblin, T. & Bose, S. (2003). Cognitive Development, IICP, Kolkata
- Hamblin, T. & Bose, S. (2003). Motor Development, IICP, Kolkata
- Hamblin, T. & Bose, S. (2003). Play, IICP, Kolkata
- Hornby, G. & Greaves, D. (2022). Essential evidence-based teaching strategies: Ensuring optimal academic achievement for students. New York: Springer.
- Indian Sign Language Classl. (2021). (n.p.): Haryana Welfare Society for Persons with Speech and Hearing Impairment.
- Judy Sebba, Richard Byers, Richard Rose (1993). Redefining the Whole Curriculum for Pupils with Learning Difficulties Paperback. David Fulton publishers.
- Linda Goldman (2017). Whole-School Approaches to Supporting Children's Grief, Loss, and Trauma. Jessica Kingsley Publishers
- M.V. Manoj Kumar (ed) (2023). Computer Assistive Technologies for Physically and Cognitively Challenged Users. Bentham Science Publishers
- NIMH (2003) Educating children with learning problems in primary schools. Secunderabad: NIMH
- Organization, W.H. (2010). Community-based Rehabilitation: CBR Guidelines. Philippines: World Health Organization.
- Paul, R., Norbury, C. (2012). Language Disorders from Infancy through Adolescence - E-Book. United Kingdom: Elsevier Health Sciences.
- Richard Byers, Richard Rose (2005). Planning the Curriculum for Pupils with Special Educational Needs A Practical Guide. David Fulton Publishers
- Richard Rose (2005). Becoming a Primary Higher Level Teaching Assistant (Higher Level Teaching Assistants Series). First edition, learning matters.
- Sense International India (2017). Handbook on Deafblindness. Ahmedabad India
- Shantanu Dey (2021). Handbook of E-Pedagogy. CleverFox Publishing, Chennai
- Sibnath Deb (2018). An Empirical Investigation Into Child Abuse and Neglect in India - Burden, Impact and Protective Measures. Springer Nature, Singapore
- Tomkins, W. (2012). Indian Sign Language. United States: Dover Publications.
- Warrick, A. & Kaul, S. (2002). Everyone is Talking: Making Communication Displays, IICP, Kolkata

#### Web based reading

- [https://dse.education.gov.in/sites/default/files/update/SOP\\_WASH.pdf](https://dse.education.gov.in/sites/default/files/update/SOP_WASH.pdf)
- [https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf)
- [https://mdu.ac.in/UpFiles/UpPdfFiles/2022/Jan/4\\_01-10-2022\\_16-23-18\\_Reading-Difficulties-Disabilities.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](https://mural.maynoothuniversity.ie/2709/1/KD_Exploring_Language_and_Communication)

- [.pdf](#)
- <https://niepid.nic.in/LEARNING%20DISABILITIES.pdf>
  - <https://niepmd.tn.nic.in/documents/Book on Deafblindness 040820.pdf>
  - <https://pubs.asha.org/toc/persp/7/6>
  - <https://www.apa.org/pi/disability/resources/assessment-disabilities>
  - [https://www.cbm.org/fileadmin/user\\_upload/Publications/Guidelines on best practice for persons living with deafblindness EN.pdf](https://www.cbm.org/fileadmin/user_upload/Publications/Guidelines on best practice for persons living with deafblindness EN.pdf)
  - <https://www.niepid.nic.in/Education%20of%20children%20with%20deafblindness.pdf>
  - [https://www.researchgate.net/publication/226930226\\_Learning\\_Difficulties\\_Literacy\\_and\\_Numeracy\\_Conversations\\_Across\\_the\\_Fields](https://www.researchgate.net/publication/226930226_Learning_Difficulties_Literacy_and_Numeracy_Conversations_Across_the_Fields)
  - <https://www.unicef.org/india/media/1191/file/Making-Schools-Accessible.pdf>
  - <https://divyangjan.depwd.gov.in/islrct/>

## SEMESTER-2

Course Name: Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum

Course Code: 25SEUG202DSSLDT2

Credits: 02

Max marks: 50

Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### Introduction

The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with SLD. 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 adaptation 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 SLD in the context of 21st Century learning skills.
- Develop capacity of developing literacy skills of reading and writing in children with SLD.
- Describe the need for curricular adaptation and decide suitable adaptation and undertake it.
- Appreciate the need for curricular reevaluation and describe the tools and methods for evaluating it.

## **Unit1:CurriculumandItsDesigning**

- 1.1. Curriculum- Concept, Types and Models.
- 1.2. Approachesand Steps for Curriculum designing.
- 1.3. CurricularneedsofchildrenwithSLDinscholasticareas.
- 1.4. Curricularneeds of children withSLD in non-scholasticareas.
- 1.5. Curricularframeworkfor21<sup>st</sup>Century.

## **Unit2: DevelopingLiteracy skills: Reading**

- 2.1. Pre-requisitesfor readingand emergentreading skills.
- 2.2. Assessmentofreadingskillsatdifferentlevels.
- 2.3. Approachesandstrategiestodevelopreadingskillsandindependentreading.
- 2.4. Typesandmodelsofdevelopingreadingskills.
- 2.5. ChallengesandremedialstrategiesincludingBilingualstrategiestodevelopreadingskills.

### Unit3: 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.

### Unit4: 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.

### 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 SLD.

### Suggested Readings

- 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 (Grades 3-6): Teaching comprehension, Genre and Context Literacy. NH: Heinemann, Portsmouth.

- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with SLD. 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.

## SEMESTER-2

Course Name: Psycho-Social and Family Issues

Course Code: 26SEUG204CDC5

Credits: 02

Max marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

## 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 SLD. 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 SLD 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 SLD 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 SLD: 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.

### Coursework/Practical/ Field Engagement

- Family Interview and Case Study: Conduct interviews with families of children with SLD. 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.

### **Suggested Readings**

- Beazley, S., & Moore, M. (2005). Deaf children their families and professionals dismantling barriers. David Fultron Publishers, London.
- Brown, I., & Brown, R. (2000). Quality of Life and Disability. Jessica Kingsley Publishers, London.
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Harvard Family Research Project, Cambridge.
- Corter, M. (1966). Deaf transactions: Deaf families, deaf communities and deaf identities. Jessica Kingsley publishers, London.
- Dunst, C., Trivette, C., & Deal, A. (1996). Enabling & empowering families. Principles & guidelines for practice. Brookline Books, Cambridge.
- Gregory, S., Bishop, J., & Sheldon, L. (1999). Psychological perspectives of deafness. Cambridge University Press, Cambridge.
- Marscark, M., & Clark, M. D. (1998). Psychological Perspectives on Deafness Vol. I & II. Psychological Press, London.
- Parasnis, I. (1996). Cultural and Language Diversity and the Deaf Experience. Cambridge University Press, Cambridge.
- Scheetz, N. A. (2000). Orientation to Deafness. Allyn and Bacon, Boston.
- Spencer, P. E., Erting, C. J., & Marschark, M. (2000). The deaf child in the family and school. Lawrence Erlbaum, New York.

## SEMESTER-2

Course Name: Lesson Planning & Development of TLM (SLD)

Course Code: 25SEUG202DSSLDP3

Credits: 06

Max Marks : 150

Contact Hours: 180

**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:

S r. N o.	Tasks for Teacher Educators	Educational Settings	Specific activities	Hours	Submission
1	Lesson Planning at different levels and of different subjects using the different modes of communication (EB, TC, oral)	Special School for children with SLD	<ul style="list-style-type: none"><li>• Exploring the latest practices &amp; formats in lesson planning.</li><li>• Lesson planning at different levels and for different school subjects.</li><li>• At least 4 Lessons in each stage (5+3+3+4)</li><li>• Integrating hands on/ experiential learning, aspects of social emotional learning and relevant life skills while planning the lessons.</li><li>• Designing relevant TLMs appropriate to the lessons.</li></ul>	80	Lesson Plans

2	Lesson planning for cross-curricular activities		Lesson Planning for various cross-curricular activities such as theatre, arts, sports, activities, social emotional learning and other life skills related areas.	20	Lesson Plans
3	Content reading of school textbooks for all grades and adaptation of content of school subjects		<ul style="list-style-type: none"> <li>• Content reading of school textbooks of all grades and reflecting on the same.</li> <li>• Preparing adaptations by selecting various topics related to different subjects (Language, Maths, Social Science, Science, poem).</li> </ul>	30	Adapted content

4	<p>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)</p>	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• Development of TLMs for various lessons appropriate for various learning styles in classroom (Visual / Auditory / Kinesthetic / Reading / Tactile / combination of all)</li> <li>• Preparing TLMs such as Videos in ISL/ PPTs or TLM using ICT for the teaching practice lessons</li> </ul>	50	<p>TLMs and List of Existing Resources</p>
---	--	--	----	--

			<p>related to curriculum(5 topics of any subjects)</p> <ul style="list-style-type: none"> <li>• Develop TLMs for developing pre reading and prewriting skills (At least 3 each, including one in ISL)</li> <li>• Develop TLM for literacy development in deaf students. (At least 3 each, including one in ISL)</li> </ul>		
<b>TOTAL</b>				<b>180</b>	

### **SEMESTER 3**

**Course Name: Intervention and Teaching Strategies (SLD)**

**Course Code: 26SEUG203DSSLDT3**

Credits: 02

Max marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

#### **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 SLD for them to access knowledge.

## Learning Outcomes

After completing the course, the learners will be able to

- Understand programmes for early intervention of infants and children with SLD.
- Describe the need, stages and importance of auditory/listening training & speechreading for facilitating development of spoken language of children with SLD.
- 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 SLD: 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.

### 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 SLD.

- 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 SLD.

### **Suggested Readings**

- Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching. Vikas Publishing House, New Delhi.
- Beattie, R.G. (2001). Ethics in Deaf Education: the first Six Years. Academic Press Inc., New York.
- Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families. Corwin,
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Alexander Graham Bell Association for Deaf, Washington DC.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Thieme-Stratton, New York.
- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention.

Brooks, London.

- Ling, D. (2002). *Speech and the hearing-impaired child: Theory and practice*. (2<sup>nd</sup>Ed). Alexander Graham Bell Association for the Deaf. Washington, DC.
- Livingston, S. (1997). *Rethinking the Education of Deaf Students: Theory and Practice from a Teacher's Perspective*. Heinemann, London.
- Lynas, W. (1994). *Communication Options in the Education of Deaf Children*. Whurr Publishers Ltd, London.
- Mahendru, M. (2005). *Activity Book for Language Development in Children with SLD*. Educare Publication, New Delhi.
- Mahshie, S. N. (1995). *Educating deaf children bilingually*, Gallaudet University, Washington
- Marschark, M. S., & Patricia, E. (2003). *Oxford Handbook of Deaf Studies Language and Education*. Oxford University Press, London.
- Maxon, A., & Brackett, D. (1992). *The Hearing-Impaired Child: Infancy through High School Years*. Andover Medical Publishers. Boston.
- McAnally, P. I., Rose, S., & Quigley, S. P. (1987). *Language Learning practices with Deaf Children*. A College-Hill Publication, San Diego.
- Moores, D. F. (1997). *Educating the deaf*. Houghton Mifflin Company, Boston.
- Nerbonne, M. A., & Schow, R. L. (2013). *Introduction to Audiologic Rehabilitation*. 6<sup>th</sup> ed. Pearson Education, Boston.
- Nolan, M., & Tucker, I. (1984). *Educational Audiology*. Croom Helm, London.
- Owens, R. E. (2012). *Language development: An introduction*. Pearson Education, Boston.
- Paul, P. V., & Whitelaw, G. M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Jones and Bartlett Learning, Boston.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). *Education of the Hearing-Impaired Child*. Taylor and Francis Ltd., San Diego.
- Rhoades, E., & Duncan, J. (2010). *Auditory-verbal practice: Toward a family centered approach*. Charles C. Thomas, Springfield: Illinois.
- Sanders, D. A. (1993). *Management of hearing handicap: Infant to elderly* (3<sup>rd</sup> 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. 7<sup>th</sup> Ed. Englewood Cliffs Prentice Hall Inc. NJ.
- Vasishta, Madan and Ahuja, Gayatri. An Introduction to Education of Deaf and Hard of Hearing Children.

## SEMESTER-3

**Course Name: ICT and Assistive Technology (SLD)**  
Course Code:26SEUG203DSSLDT4

Credits: 02

Max Marks: 50

Contact Hours:60

(Theory: 40 Internal:10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### Introduction

Technology plays a vital role in development including teaching and learning processes. It is especially beneficial to children with SLD 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 SLD.

### Learning Outcomes

After completing the course, the learners 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 SLD.
- 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 Earmoulds: Types, importance, care & maintenance.

1.3 Classroom amplification devices: Speech Trainer, Hardwire, 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 SLD.
- 2.3 Use of computer-based speech equipment for management of supra-segmental features of speech in children with SLD.
- 2.4 Basic infrastructure required for using computer-based speech training aids/equipment.
- 2.5 Telespeech 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 SLD 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 SLD: Planning, Implementation & Evaluation of teaching-learning.

#### 4.5 Universal Design of Learning: Meaning & Scope.

##### **Coursework/Practical//Field Engagement**

- Draw 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.

##### **Suggested Readings**

- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deaf-blind. Springer, New York.
- Berg, F. (2008). Speech Development Guide for Children with Hearing Loss. Plural Publishing, San Diego.
- Dillon, H. (2001). Hearing aids. New York: Thieme Medical Publications.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Thieme-Stratton, New York.

- Kumar, K. L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. Amazon Pub.
- Mathew, S. M. (2012). Technology for persons with SLD. Status of Disability in India, RCI, New Delhi.
- Moores, D.F. (1997). Educating the deaf. Houghton Nifflin Company.
- Rapp, W.H. (2014). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, L.L. (1978). The joy of learning signs. Gospel publishing House, Missouri
- Sanders, D.A. (1993). Management of hearing handicap: Infant to elderly. Englewood Cliffs. Prentice-Hall, New Jersey.
- Schirmer, B.R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.
- Stewart, D.A., & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. Allyn & Bacon, London.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. The Bath Press, Bristol.

### SEMESTER-3

Course Name: Execution of Lesson (Teaching Practice)

Course Code: 26SEUG202DSSLDP4

Credits: 6

Max Marks: 150

Contact Hours: 180

**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
---------	-----------------------------	----------------------	---------------------	-------	------------

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	<p>Undertaking teaching practice lessons for the CWHI related to curriculum at different levels</p> <p>At least 4 Lessons in each stage (5+3+3+4)</p> <p>Integrating hands on/ experiential learning, aspects of social emotional learning and relevant life skills in teaching practice.</p>	120	Journal with reports & reflections
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)	20	

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	
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	
<b>TOTAL</b>				<b>180</b>	

### SEMESTER-3

Course Name: Internship at Inclusive School

Course Code: 26SEUG203CDCPII

Credits: 10

Max Marks; 250

Contact Hours: 300

External: 150 Internal: 100

**Brief description:** The Internship in Disability Specialization (Area F2) is a comprehensive 300-hour practicum focused on SLD 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
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 better.	100	Journal with reports & reflections
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, attendance, home work/class work, writing diaries for the students, preparing TLM, teaching practice sessions recapitulation, and break times, conducting/organizing cultural activities	30	
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	
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/checkups	10	

5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	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	
7	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, art education, record keeping, communication, downloading powerpoints, AVs for concept development involving Students	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	
9	Compiling list of deaf associations, deaf schools and other supporting agencies in the area.	Special School / Deaf Association / Training Center with Deaf Teachers / Mentors and use of ISL	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	Journal / Written Report / Video Report in ISL

10	Assisting Deaf Teacher/Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture		<p>Assist a deaf teacher/mentor in designing an ISL course on teaching ISL vocabulary to family members using local language.</p> <p>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)</p> <p>Writing the report of these awareness sessions, including feedback from the stakeholders and recommendations for the followups.</p>	20
11	Assisting Deaf Teacher/Mentor in Teaching ISL		Assisting Deaf Teacher/Mentor in designing specific	20

			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, wherever needed.	20	
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	
14	Assisting Deaf Teacher/Mentor in Assessment for ISL		Assisting Deaf Teacher/Mentor in Designing and Delivering Formative Assessment for ISL specialized for the age groups and planning language intervention strategies accordingly.	10	
15	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher/Special Educator	10	
			<b>Total</b>	<b>300</b>	

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

**\*\* For items each teacher trainee 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.**

## **SEMSETER 4**

**Course Name: LIFE SKILLS ACROSS LIFE SPAN**

Course Code: 26SEUG202CDC4

Credits: 02

Max Marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

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

**Learning Outcomes:** After completing the course the learner will be able to:

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

### **Unit 1. Foundations of Life Skills Education**

- 1.1 Introduction to life skills
- 1.2 Theoretical frameworks supporting life skills development
- 1.3 Developmentally appropriate life skills across different life stages
- 1.4 Relevance of life skills for children with disabilities
- 1.5 Ethical, inclusive and experiential practices

### **Unit 2. Adapting Life Skills for Diverse Learners**

- 2.1 Adaptive and differentiated instruction in life skills
- 2.2 Assistive technology, AACs in teaching life skills
- 2.3 Individualized Education Plans (IEPs) for life skills
- 2.4 Addressing challenges
- 2.5 Transition planning for life after school

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

- 3.1 Understanding emotions and emotional regulation

3.2 Strategies for emotional regulation and self-management

3.3 Social awareness and empathy

3.4 Parent, caregiver and professional's role in supporting social and emotional learning

3.5 Methods for influencing the socio-emotional development of individuals with special needs: insights from current research

#### **Unit 4. Teaching Critical Life Skills**

4.1. Perspective taking, critical thinking and problem-solving, executive functioning

4.2. Social (interpersonal skills and conflict resolution), Communication skills (Verbal, non-verbal, AACs) and Emotional Regulation (identification, expression and stress management)

4.3. Self-care, personal hygiene, privacy and sexuality, and independent living

4.4. Financial literacy and functional life skills (home, educational, training and employment setup)

#### 4.5. Leadership and self-advocacy, community participation, rights, leisure and recreation

##### Coursework/Practical/Field Engagement

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

##### Recommended Readings

Chung, C. K., Talreja, V., & a Dream, D. (2022). *When We Thrive, Our World Thrives: Stories of Young People Growing Up With Adversity*. Notion Press.

Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (Eds.). (2013). *Emotional intelligence in everyday life*.

Psychology press.

Elias, M. J. (2003). *Academic and social-emotional learning* (Vol. 11). Brussels, Belgium: International Academy of Education.

Espelage, D. L., Rose, C. A., & Polanin, J. R. (2016). Social-emotional learning program to promote prosocial and academic skills among middle school students with disabilities. *Remedial and Special Education, 37*(6), 323-332.

Humphrey, N., Lendrum, A., Wigelsworth, M., & Greenberg, M. T. (Eds.). (2020). *Social and emotional learning*. Routledge.

Keenan, S., King, G., Curran, C. J., & McPherson, A. (2014). Effectiveness of experiential life skills coaching for youth with a disability. *Physical & occupational therapy in pediatrics, 34*(2), 119-131.

Kennedy, F., Pearson, D., Brett-Taylor, L., & Talreja, V. (2014). The life skills assessment scale: measuring life skills of disadvantaged children in the developing world. *Social Behavior and Personality: an international journal, 42*(2), 197-209.

Life Skills Curriculum in India and research (<https://dreamadream.org/life-skills-curriculum/> & <https://dreamadream.org/financialstpe/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.
- Ramaswamy, B., Pushpa, R. S., & Gururaj, M. B. (2018). *Skill Development In India (PrabhatPrakashan): Sone kaNevla: A Treasure Trove of Stories by SudhaMurty*. PrabhatPrakashan.
- Rani, K. N., Mohanraj, J., Indira, B., & Lakshmi, B. S. (2012). *Step by Step: Learning Language and Life Skills*. Pearson Education India.
- Singhal N. (2022). Independence in Self-Care Routines: A Curriculum for Professionals and Parents of Children with Autism and Developmental Conditions. Developed with support from DST, GOI.
- Subasree, R., Nair, A. R., & Ranjan, R. (2014). The Life Skills Assessment Scale: the construction and validation of a new comprehensive scale for measuring Life Skills. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 19(1), 50-58. <https://dreamadream.org/life-skills-assessment-scale/>
- Zins, J. E. (Ed.). (2004). *Building academic success on social and emotional learning: What does the research say?*. Teachers College Press.

#### Web References:

- [https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a\\_MAST.pdf](https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf)
- <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
- <https://www.autismspeaks.org/life-skills-and-autism>
- <https://www.autismlevelup.com/>

## SEMESTER-4

Course Name: ReadingandReflectingonTexts

Course code: 26SEUG203EPC1

Credits: 02

Max marks: 50

Contact Hours:60

### 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 process and a product
- Detail out the procedure for independent writing

### Unit 1: Reflection 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 among 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 Websearch, digital and e-books

3.5 Reading preferences, reading for pleasure

## Unit4: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.

## 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 bookstore for young children; go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

## Recommended Readings

- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- McCormick, S. (1999). Instructing students who have literacy problems. Merrill, New Jersey.
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- 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 High Beam.
- May, F. B. (1998). Reading as communication. Merrill, New Jersey.
- May, F. B. (2001). Unravelling these seven myths of reading. Allyn and Bacon, Boston.
- 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.

---<http://www.acercentre.org>

<https://www.landmarkoutreach.org/wp-content/uploads/Challs-Stages-of-Reading-Development.pdf>  
[https://www.learner.org/wp-content/uploads/2019/06/RWD.DLU1\\_.ChallsStages.pdf](https://www.learner.org/wp-content/uploads/2019/06/RWD.DLU1_.ChallsStages.pdf)

## SEMESTER-4

Course name: DRAMA AND ART IN EDUCATION

Course Code: 26SEUG203EPC2

**Credits: 02**

**Max Marks: 50**

**Hours: 60**

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

### Unit 1: Introduction to Art Education

- 1.1 Art and art education: Meaning, scope and perspectives
- 1.2 Breaking the stereotypes: understanding diversity and different perspectives within artistic expression
- 1.3 Artistic expression: Creative and emotional expression and regulation
- 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

##### Course Work/Practical/Field Engagement

- Debates or performance to advocate opinions and thought processes
- Self-reflective essay 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. Nukkadnatak, art show, awareness campaigns or posters, any other events )
- Using different art forms to change the narrative of disability from “special,” or “overcoming”, to diversity, an integral part of our cultural narrative, artistic expression
- Review Indian and international disabled artists and companies in different art forms

##### Recommended Readings

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

## SEMESTER-4

Course Name: Basic Research and Basic Statistics

Course code: 26SEUG204EPC3

Credits: 2

Max Marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### 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

## Unit2:ProcessofResearchandAction Research

### 2.1 ProcessofResearch

- SelectionofProblem
- FormulationofHypothesis
- Collectionof Data
- AnalysisofData&Conclusion

### 2.2 ResearchProposalWriting

### 2.3 ActionResearchinTeachingLearning process

### 2.4 Steps in ActionResearch

### 2.5 ProfessionalCompetenciesforActionResearch

## Unit3:**Fundamentalsof Research**

### 3.1 Research Design–concept,typesanditsuses

### 3.2 ToolsofResearch:Tests,Questionnaire,ChecklistandRatingScale

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

#### Coursework/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

- Basic Research and Statistics Book Material, Dr. B.R. Ambedkar Open University, Hyderabad, 2020
- Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC
- Best, J.W., & Kahn, J.V. (1996). Research in Education Prentice-Hall of India, New Delhi.
- C.R. Kothari (2004), Research Methodology Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi
- Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
- Duncan Cramer (1996), Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using Minitab
- 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.
- Jitendra Kumari et al. (2022), Basic Research Methodology and Statistics, Thakur Publication Private Limited
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Nancy et al. (1999) Basic Research Methods and Statistics : An Integrated Approach: An integrated approach, S. Chand (G/L) & Company Ltd Publishers
- P.K. Mohanty & S.K. Patel (2019), Basic Statistics 2nd Edition, Scientific Publishers
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
- Robert et al. (2012) Basic Statistics for Social Research: 38 (Research Methods for the Social Sciences), Jossey-Bass Publication
- Vimal Agarwal (2022), Basic Research Methodology And Statistics, SBPD Publications
- Y.K. Singh (2006), Fundamental of Research Methodology and Statistics, New Age International (P) Limited, Publishers, New Delhi
- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.>
- <https://southcampus.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/>

## SEMESTER-4

Course Name: Guidance and Counselling

Course Code: 26SEUG204CDC6A

Credits: 02

Max Marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### 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, concern 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

#### Coursework/Practical/Field Engagement

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

#### Recommended Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
- Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.

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

## SEMESTER-4

**Course Name: POSITIVEBEHAVIOURSUPPORTS**

**CourseCode:26SEUG204CDC6B**

**Credits:02**

**Max marks: 50**

**Contact Hours:60**

**(Theory: 40 Internal: 10)**

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### **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

## Unit4: PositiveStrategies forBehaviour Support

- 4.1 Proactive,active andreactive strategies
- 4.2 Usinginterests, structure and visualstrategiestopromote positive behaviours
- 4.3 Providingchoices,agencyandcontrol
- 4.4 Focusonemotional regulation
- 4.5 Limitations and negativeimpact of the use of aversivetechniquesand punishmentprocedures

## Coursework/Practical/FieldEngagement

- Observeanindividual,identifybehavioursthatinterferewithlearningandcarryouta functional analysis.
- Criticallyreviewthebehavioursthatinterferewiththelearningofpersonswithdisabilities and provide their perspective of why might that behaviour be important for them.
- Prepareamatrixforaclassof yourchoicetoexerciseTier1.
- Developan individualisedplanfor differentsettings:educational,home, public places

## RecommendedReadings

- Bradshaw,C.P.,Reinke,W.M.,Brown,L.D.,Bevans,K.B.,&Leaf,P.J.(2008).Implementation ofschool-widepositivebehaviouralinterventionsandsupports(PBIS)inelementaryschools: Observations from a randomized trial. *Education and Treatment Children*, 31(1), 1– 26.  
<http://www.educationandtreatmentofchildren.net/>
- Dunsmoor,J.E.,Murphy,G.L.(2015).Categories,concepts,andconditioning:howhumans generalizefear. *TrendsCognitiveScience*;19(2):73-7.doi:10.1016/j.tics.2014.12.003
- Polloway,E.A.,Patton,R.P,andSerna,L.,(2008).Strategiesforteachinglearnerswithspecial needs. Ohio: Pearson
- TimothyandWilliam,J(2019)Appliedbehaviouralanalysis.Boston:PearsonPublishers. What is School-Wide Positive Behavioural Intervention and Supports? (2010). *Positive*

*Behavioural Intervention and Supports.*

[http://pbis.org/school/what\\_is\\_swpbs.aspx](http://pbis.org/school/what_is_swpbs.aspx) Whitman, M.A. (1975) Behaviour Modification: Introduction and Implications, 24 DePaul L. Rev.

949 Available at: <https://via.library.depaul.edu/law-review/vol24/iss4/6>

Websites

- <https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis>
- <https://www.researchgate.net/deref/http%3A%2F%2Fpbis.sagepub.com%2F>
- <https://doi.org/10.1002/pits.22209>
- Culturally responsive practices and PBIS. Annotated bibliography.  
<https://files.eric.ed.gov/fulltext/ED601040.pdf>
- [https://cdn.ymaws.com/member.tash.org/resource/resmgr/Webinars/2016/2016-PBIS-Webinar/1990\\_JASH\\_Toward\\_Nonaversive.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://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-Your-School-2017.pdf>

## SEMESTER-4

Course name: Early Childhood Care and Education

Course Code: 26SEUG204CDC6C

Credits: 02

Max marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### 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

### Unit1: 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:EarlyChildhoodEducation&Intervention**

- 2.1 Youngchildrenatriskasaresult ofphysical andenvironmentalfactors andthoseresulting fromindividualandfamilycircumstances.
- 2.2 Developmentalchecklistsfor screening&referrals
- 2.3 DevelopmentalSystemsModelforEarlyIntervention
- 2.4 Crossdisability approach for early intervention
- 2.5 Play asa tool for screening children

### **Unit3:RequirementsandprovisionsforInclusiveECE**

- 3.1 Service Delivery systems for ECCE and EI : ICDS under Ministry of Women & Child development, DECIC under MoH and CDEIC under DEPwD of MSJ&E
- 3.2 The ecosystem model for inclusive ECCE: Provisions at individual (child and family outcomes) micro system (Peer and teacher interactions), meso system (curriculum and professional team approach), exosystem (community participation), and macro-level (national policy provisions).
- 3.3 National and Global provisions: UNCRC (1989) & Protocols, The commission for protection of child rights (2005), Prohibition of child marriage Act (2006), POCSO (2012), Juvenile Justice (Care and Protection of Children) Act (2015), Child labour (Prohibition and Regulation) Amendment Act (2016) NEP 2020 provisions for ECCE
- 3.4 Setting up of Inclusive ECCE: Infrastructural requirements, curriculum and collaborative practices
- 3.5 Importance of Natural Environments and role of family in developing Individualized Family Service Plan (IFSP)

### **Unit4InclusivePedagogicalpractices**

- 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

### **Practical/Field Engagements**

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

## Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4<sup>th</sup> Ed). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: Rand McNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.
- Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2<sup>nd</sup> Ed.). New York: Routledge Publication.
- Desparabhu, S. (2019). Early Childhood Special Education – An Introduction. Kanishka Publishers, Distributors. New Delhi
- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.
- Cross Framework for Cross Disability Early Intervention & School Readiness PEHAL (Birth to 3 years) NIPUN Inclusive (3 to 6 years) RCI DEPwD of MSJE [https://rehabcouncil.nic.in/sites/default/files/pratham\\_book.pdf](https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf)
- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.
- Klausmeir, H. J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory. New York: Academic Press.
- Mohanty, J., & Mohanty, B. (1999). Early Childhood Care and Education. Delhi: Offset Printers.
- Mohite, P. & Prochner, L. (2008). Early Childhood Care and Education. Concept publishing Company. New Delhi.
- NCFFS (2022) National Curricular for Foundational Stage, NCERT, DOSEL, MoE New Delhi
- Sen Gupta, M. (2009). Early Childhood Care and Education. PHI Learning Private Limited. New Delhi.
- Venkatacharya, P., Reddy, K. S. & Shridevi, k. (2018). Early Childhood Care and Education. Neelkamal Publications Private Limited. New Delhi.

## Web references

- [https://depts.washington.edu/chdd/guralnick/pdfs/overview\\_dev\\_systems.pdf](https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf)
- [https://wcd.nic.in/sites/default/files/national\\_ece\\_curr\\_framework\\_final\\_03022014%20%282%29\\_1.pdf](https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29_1.pdf)
- [https://ncert.nic.in/dee/pdf/smooth\\_successful.pdf](https://ncert.nic.in/dee/pdf/smooth_successful.pdf)
- [https://ncert.nic.in/pdf/VidyaPravesh\\_Guidelines\\_GradeI.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\\_ece\\_in\\_india.pdf](https://itpd.ncert.gov.in/pluginfile.php/1541285/mod_resource/content/1/1_7_eng_ece_in_india.pdf)

## SEMESTER-4

Course Name: Community-Based Rehabilitation

Course Code: 26SEUG204CDC6D

Credits: 02

Max Marks; 50

Contact Hours:60

(Theory:40 Internal:10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### Introduction:

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

### Learning Outcomes

After completing this course the learners will be able to

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

### Unit1: 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

### Unit2: 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

### Unit3:Preparing Persons with DisabilityforCBR

- 3.1 SchoolEducation: Person-Centred Planning,and PeerGroup Support
- 3.2 Transition:IndividualTransitionPlan,DevelopmentofSelfDeterminationandSelf Management Skills
- 3.3 CommunityRelatedVocational Training
- 3.4 SkillTraining forLiving withinCommunity
- 3.5 CommunityBasedEmployment andHigher Education

### Unit4:InclusiveCommunityDevelopment

- 4.1 Community,Disabilityand Development
- 4.2 Mappingofresourcesinthe community
- 4.3 Advocacyandcollaborationwith government departments
- 4.4 IdentifyingneedsoffamiliesanddevelopingIFSP

## 4.5 Disability and poverty

### Coursework / Field Engagement

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

### Recommended readings

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model*. Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances (2014)*. Ministry of Social Welfare, Govt. of India, New Delhi.
- *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO. (1982). *Community Based Rehabilitation—Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO. (1984). "Rehabilitation For All" in *World Health Magazine*, WHO, Geneva.

## SEMESTER-4

Course Name: Application of ICT in Education

Course Code: 26SEUG204CDC6E

Credits: 02

Max marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### Course Description

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 Social

Media

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

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

2.5 Communication with Stakeholders & Use of ICT

### Unit 3: Visualising Technology-Supported Learning Situations

3.1 Preparation of Learning Schemes and Planning Interactive Use of ICT

3.2 Developing PPT Slide Show for Classroom

3.3 Organising virtual classroom and virtual meetings

3.4 Organizing Teleconferencing and Video-Conferencing

3.5 Assessment Strategies and Scope of ICT

#### Unit 4: ICT Ecosystem for Inclusive Education

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

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

4.3 Assistive Technologies and ICT for planning and classroom management

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

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

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

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

#### Suggested Reading

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

## SEMESTER-4

Course Name: Disability, SEDGs, and Gender

Course Code: 26SEUG204CDC6F

Credits: 02

Max Marks: 50

Contact Hours: 60

(Theory: 40 Internal: 10)

**Note:** Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Question no. 1 will be compulsory and it will comprise of 4 questions from the entire syllabus.
- Four 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 8 marks each.

### Introduction

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

### Learning Outcomes

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

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

### Unit 1: Human Rights, human values and disability

#### 1.1 Human rights-based approach: Concept, history and advantages

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

healthcare, 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 disadvantage, 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, desert, natural disasters prone areas, developmental projects area, international boundaries area.
- 4.2 Geographical conditions and disability- issues related to different geographical terrains, access to education, access to rehabilitation services, infrastructural conditions, language and culture, availability and accessibility of resources, services, information, communication

and transport.

- 4.3 Educational initiatives in difficult terrains: Government schemes and programmes, intervention in aspirational districts, PM- New15 point programmes, 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.

#### Coursework/Practicum/FieldEngagement

- Designactivity-log to establish a GenderJusticeClub or DisabilitySupportCircle in

school.

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

### Recommended Readings

- Alber, B. and Hurst, R. (2004). Disability and a human rights approach to development. Disability Knowledge and Research. (available at [www.disabilitykar.net](http://www.disabilitykar.net))
- DGS (2021). Inclusion of Transgender Children in School Education: Concerns and Roadmap. Department of Gender Studies, National Council of Educational Research and Training, New Delhi.
- DoSEL (2020). National Education Policy-2020. Department of School Education and Literacy. Ministry of Human Resource Development (Now Ministry of Education), New Delhi.
- Ghosh, M. (2015). Disability and women: A Note on the Tribal Aboriginals in Darjeeling Hills. International Journal of Scientific Research, 4(4), doi:10.36106/ijsr
- Gobinda C. Pal (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series Indian Institute of Dalit Studies New Delhi
- Habib, L. A. (1997). Gender and Disability: Women's Experiences in the Middle East. Oxfam, UK.
- Hans, A. (2015). Disability, Gender and the Trajectories of Power. Sage Publications Pvt. Ltd. New Delhi.
- Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.
- NCERT (2006). Position Paper-National Focus Group on Gender Issues in Education. National Council of Educational Research and Training, New Delhi.
- NCERT (2013). Training Material for Teacher Educators on Gender Equality and Empowerment. National Council of Educational Research and Training, New Delhi.
- NCERT (2017). Minority Education- Policies, Programmes and Schemes-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.
- NCERT (2017). Modules for Enhancement of Quality Education-Issues, Challenges and Concerns of Scheduled Castes (A Training Package). National Council of Educational Research and Training, New Delhi.
- NCERT (2020). Inclusion in Education-A Manual for School Management Committee. National Council of Educational Research and Training, New Delhi.
- NCERT (2020). Inclusion in Education-A Manual for School Management Committee. National Council of Educational Research and Training, New Delhi.

- NCERT (2021). Educational Rights of Children with Special Needs-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.
- O'Brien, J., & Forde, C. (2008). Tackling Gender Inequality, Raising Pupil Achievement. Dunedin Academic Press, Edinburgh.
- Pal, G.C. (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series, Indian Institute of Dalit Studies, New Delhi.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. Atlantic Economic Journal, 38(4), 465-466.
- Ridgeway, C.L. (2011). Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press, New York.
- Samuels, E. (2014). Fantasies of Identification: Disability, Gender, Race. NYU Press, New York.
- SCSTRTI (nd). Study on Cost Disability in TSP Areas of Chhattisgarh, Jharkhand and Odisha, Scheduled Caste and Scheduled Tribe Research and Training Institution, Govt. of Odisha.
- Smith, B. G., & Hutchison, B. (2013). Gendering Disability. Rutgers University Press, New Jersey.
- THE Criminal Law (Amendment) ACT, 2018 Available at [https://www.mha.gov.in/sites/default/files/CSdivTheCriminalLawAct\\_14082018\\_0.pdf](https://www.mha.gov.in/sites/default/files/CSdivTheCriminalLawAct_14082018_0.pdf)
- The Criminal Law Amendment Act 2013, available at [The Criminal Law Amendment Act 2013 0.pdf](#)
- The Juvenile Justice (Care and Protection of Children) Act, 2015, available at <https://www.indiacode.nic.in/bitstream/123456789/8864/1/201602.juvenile2015pdf.pdf>
- The Protection of Children from Sexual Offences Act, 2012, available at [https://l1ddashboard.legislative.gov.in/sites/default/files/The\\_Protection\\_of\\_Children\\_from\\_Sexual\\_Offences\\_Act\\_2012.pdf](https://l1ddashboard.legislative.gov.in/sites/default/files/The_Protection_of_Children_from_Sexual_Offences_Act_2012.pdf),
- The Protection of Women from Domestic Violence Act, 2005, available at <https://l1ddashboard.legislative.gov.in/sites/default/files/A2005-43.pdf>
- The Right of Children to Free and Compulsory Education Amendment Act 2012, available at [https://www.l1dexplained.org/wp-content/uploads/2022/01/Right-of-Children-to-Free-and-Compulsory-Education-Amendment-Act-2012-English-Copiable\\_Searchable.pdf](https://www.l1dexplained.org/wp-content/uploads/2022/01/Right-of-Children-to-Free-and-Compulsory-Education-Amendment-Act-2012-English-Copiable_Searchable.pdf)
- The Rights of Persons with Disabilities Act, 2016, available at <https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf>
- The Transgender Persons (Protection of Rights) Act 2019 [https://thc.nic.in/Central\\_Governmental\\_Acts/Transgender\\_Persons\\_\(Protection\\_of\\_Rights\)\\_Act,\\_2019.pdf](https://thc.nic.in/Central_Governmental_Acts/Transgender_Persons_(Protection_of_Rights)_Act,_2019.pdf)
- Treas, J., & Drobic, S. (2010). Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective. Stanford University Press, Stanford.

## SEMESTER-4

Course Name: InternshipatInclusiveSchool

CourseCode:26SEUG204DSSLDP12

Credits:4

Max Marks: 100

Contact Hours:120

**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	Specificactivities	Hrs. 120	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted Class	10	Report with reflections
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	
3	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	05	
4	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM & Planning Celebrations	50	
5	Remedial support		Teaching special children for specialised support for achieving the content	30	

			mastery-2students		
6	Student evaluation		Assist the teachers in developing Teacher made tests, conducting unit tests, Marking scheme, Scoring key, Exam supervision, Evaluationofanswerscripts &Reporting	20	
<b>TOTAL</b>				<b>120</b>	

SEMESTER-4

Course Name: Internship in Other Disability Special School

Course Code: 26SEUG204ODPSLDI3

Credits: 4

Max Marks: 100

Hours: 120

**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
1	Teacher Assistant	Special school of Other Disability	Working as teacher assistant for Prayers/assembly, Attendance, Home work/classwork, Writing diaries & Assisting in school Celebrations, Creating TLMs etc.  Reflection on the experience while teaching children with other disabilities.	50	Journal of daily reflections and learning
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	
3	Document Study		Studying the background of the children in the allotted class & Reading and reporting on Academic calendars, Timetable,	5	Journal

--	--

Diaries, Workbooks, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail	
--	--

		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	
5	Student evaluation	Assist the teachers in developing Teacher made tests, conducting unit tests, Marking scheme, Scoring key, Exams supervision, Evaluation of answer scripts & Reporting	5	
6	Undertaking Cross Curricular Activities	Conducting various activities of art, craft, painting, celebrations of Festivals	10	
		<b>Total</b>	<b>120</b>	

## SEMESTER 4

Course Name: EMPLOYABILITY SKILLS FOR SLD

**Course Code: 26SEUG204EPCP1**

Credits 02

Max. Marks: 50

Contact Hours: 60

Course Code	Title	Credit	Hours
G	EMPLOYABILITY SKILLS	2	60

### 1. Communication Skills

- 1.1 Importance of Communication
- 1.2 Verbal Communication: Writing
- 1.3 Non- Verbal Communication
- 1.4 Practicing Effective Communication
- 1.5 Workplace Communication: Introduction

## **2. Basic English Skills**

- 2.1 Motivation to Learn English
- 2.2 Describing Words, Objects, Surroundings and Processes
- 2.3 Listening
- 2.4 Asking and Responding to Questions
- 2.5 Speaking
- 2.6 Kinds of Sentences: Introduction
- 2.7 Introduction to Punctuation
- 2.8 Writing Simple Sentences
- 2.9 Reading and Understanding Job Description
- 2.10 Writing Applications and Cover Letters

## **3. Career Development & Goal-Setting**

- 3.1 Introduction to the World of Work
- 3.2 My Interests and Abilities
- 3.3 Building Your Career Pathway
- 3.4 Job Market Research
- 3.5 Setting Goals for Your Career

## **4. Constitutional Values & Digital Skills**

- 4.1 Our Constitution: Guiding Principles
- 4.2 Protecting Our Environment
- 4.3 Introduction to Digital Skills
- 4.4 Basics of Computers
- 4.5 Basics of MS- Word
- 4.6 Using Search Engines
- 4.7 Social Media
- 4.8 Internet Safety
- 4.9 Communication using Email
- 4.10 Using Online Meeting Tools for Interviews
- 4.11 Exploring Popular Sites for Learning and Career Growth

**The resources are freely downloadable at [www.employabilityskills.net](http://www.employabilityskills.net). This module will enable and empower the trainees with readiness skills for applying, preparing for interviews and developing soft skills for working as professionals in supporting diverse clients across different setups.**

**Suggested Readings:**

## **Online References:Professional Development Platforms**

1. <https://www.edutopia.org/>
2. <https://www.teachermagazine.com/>
3. <https://www.coursera.org/education>
4. <https://www.linkedin.learning/education>
5. <https://www.edx.org/education-teaching>

## **Educational Technology Resources**

1. <https://www.iste.org/>
2. <https://www.commonlit.org/>
3. <https://www.kahoot.com/>
4. <https://www.canva.com/>
5. <https://www.edmodo.com/>

## **Professional Networking**

1. <https://www.linkedin.com/education/>
2. <https://www.academia.edu/>
3. <https://www.researchgate.net/>
4. <https://www.teacherspayteachers.com/>
5. <https://www.educareer.com/>

## **Online Learning Platforms**

1. <https://www.udemy.com/topic/teaching/>
2. <https://www.skillshare.com/browse/teaching>
3. <https://www.pluralsight.com/>
4. <https://www.futurelearn.com/>
5. <https://www.openlearning.com/>

