

**B.Ed. Special Education Curriculum
(For Regular Mode)**

B.Ed. Special Education (Autism Spectrum Disorders)

**With effect from the Academic Year 2024-2025
Choice Based Credit System (CBCS)**



**A University Accredited with A+ by NAAC
Category - I graded Autonomy by UGC**

**Faculty of Education
Osmania University, Hyderabad
Telangana State**

PROLOGUE

In recent years, India has witnessed a paradigm shift in its approach to teacher education, driven by nationwide concerns regarding the quality of education and the professionalization of teacher preparation. This comprehensive analysis examines the evolutionary trajectory of teacher education reforms, their implementation challenges, and the current initiatives aimed at enhancing the efficacy of teacher training programs.

The landscape of teacher education in India has been largely shaped by the absence of a cohesive policy framework since 1986. The Verma Committee's recommendations marked a significant milestone, advocating for the professionalization of teacher education through a rigorous two-year training program. This initiative was underpinned by the philosophical tenets of the National Curriculum Framework of 2005 and 2009, emphasizing the cultivation of both professional competence and humanistic values in prospective educators.

Over the past nine years, the implementation of the Rehabilitation Council of India's (RCI) two-year B.Ed. Special Education program has been instrumental in initiating a paradigm shift. This program, founded on the principles outlined in the NCFTE-2009, NCTE Curriculum Framework-2014, and RCI Curriculum-2015, has steered teacher education towards a more learner-centric approach.

In response to the existing challenges and in alignment with the National Education Policy (NEP) 2020, curriculum designers have embarked on developing an outcome-based curriculum infused with Indian ethos. This new framework endeavors to provide comprehensive coverage of both theoretical foundations and practical field engagement.

Osmania University has taken a proactive stance in curriculum development, convening a consortium of national-level experts. The university's initiative, spearheaded by the Dean of the Faculty of Education, has resulted in the formation of a core committee within the Department of Education. This committee has undertaken a rigorous and iterative process of curriculum design, drawing insights from the RCI model curriculum while also considering local contextual needs.

While these reforms represent significant strides towards enhancing the quality of teacher education in India, the sector continues to face substantial challenges. The ongoing efforts to refine and implement these reforms will be crucial in shaping the future landscape of teacher preparation and, by extension, the quality of education in India. Continuous evaluation and adaptation of these initiatives will be essential to ensure their efficacy and relevance in the dynamic educational environment.

This multifaceted approach to teacher preparation is designed to cultivate not just skilled educators, but responsible citizens capable of contributing to national progress. The curriculum's alignment with the concept of 'Atmanirbhar Bharat' (Self-Reliant India) underscores its role in fostering a teaching workforce that can lead the nation towards becoming a progressive, developed, and self-reliant entity.

The reforms in teacher education in India, as exemplified by this new curriculum, represent a paradigm shift towards a more holistic, reflective, and nationally aligned approach to teacher preparation. While addressing the technical and pedagogical aspects of teaching, the

curriculum also emphasizes the personal and professional growth of teachers as key agents of social change and national development.

These initiatives reflect a deep understanding of the teacher's role not just as an educator, but as a catalyst for societal progress and a cornerstone of India's journey towards self-reliance and global leadership. The success of these reforms will largely depend on their effective implementation and the continuous evaluation of their impact on the quality of education and national development.

As the sector continues to evolve, the ongoing refinement of these approaches will be crucial in ensuring that India's teacher education system remains responsive to both global educational trends and the unique socio-cultural context of the nation. The ultimate goal remains the cultivation of a teaching workforce that is not only professionally competent but also deeply committed to the holistic development of learners and the broader national agenda of progress and self-reliance.

Members of Core Committee:

Prof. T. Mrunalini – Head, Department of Education

Prof. Ravindranath. K. Murthy, Principal, Univ. College of Education.

Dr. J. Lalitha, CBoS, Special Education.

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Rules and Regulations of B.Ed. Special Education (ID, HI, LD & ASD) Course

Osmania University, Hyderabad

With effect from the Academic Year 2024 – 25

All the rules and regulations, herein after, specified should be read as a whole for the purpose of interpretation.

I. Admission

A candidate for admission to two year (4 – semesters) B.Ed. Special Education (Regular Mode) Course has to qualify at the Entrance Test conducted by Osmania University, Hyderabad, Telangana State for the concerned academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats under various categories of candidates.

II. Curriculum Transaction

Curriculum includes theory, engagement and practicum. Engagement includes seminars, discussions, assignments, case studies, field experience, etc. It also provides space for Enhancement of Professional Competencies (EPCs). This curriculum also provides an enriched experience to prepare teachers with professionalism through teaching at the institutional level 20 weeks (120 days) of internship in the school.

The duration of B.Ed. Special Education will be of Two years (Four Semesters). Total number of working days – at least 400 days comprising of 100 instructional days in each semester.

- Each college has to upload the details of the internal activities conducted at the college level group activities conducted in the classroom and shall be uploaded in their websites by recording in digital form. Also, colleges shall submit the same to the Head, Dept. of Education / CBoS, Special Education at the end of each semester in external hard discs or in DVD's. (This will be effect from 2024-25 as mandatory)
- All the practice teaching related lessons across the semesters of all the students all the lessons have to be recorded with geotag showing the dates, the same has to uploaded in the respective websites and submitted to the Head, Department, university for verification.
- Students' attendance is mandatory and shall be submitted with evidence to the university audit/ academic branch and Head, Dept of Education / CBoS, Special Education.
- First quarter of each semester, all the group activities and other assignments related to foundation and pedagogy courses shall be submitted to the university and Head, Dept of Education / CBoS, Special Education with geotag photos. Failing which such of the scores shall not consider by the university in the declaration of results.
- Video recordings with Geotag based reports, case profiles, mapping, slip tests, quizzes, rapid-fire sessions, field-based surveys, etc., colleges shall submit the same to the Head, Dept. of Education / CBoS, Special Education at the end of each semester in external hard discs or in DVD's.

Online SWAYAM MOOCs

- MOOCs (SWAYAM / any other platforms) (a minimum of 2-credit) online course related to Teacher Education - Life Skills, Educational Technology, Teaching Techniques and so on. The Principals of the Colleges of Education shall inform to the students during the beginning of the B.Ed. Programme to complete a minimum of 2-credit MOOCs course related to teacher education. The teacher trainee should submit the MOOC completed certificate before the completion of fourth semester.

Peer teaching and Internship

- The candidates shall teach @ 5 lessons (choosing any school topics in their respective pedagogies) in each Pedagogy before going for Internship in their respective colleges.
- The candidates shall teach five period plans for duration of @ 15 minutes for their peer group as a part of their peer teaching.
- The candidates shall observe the demonstration lessons undertaken by the faculty of the college in the school / college.
- Each student shall observe and record 10 lessons of their peer group.
- Each student shall present for peer group teaching.

III. Working Hours / Instructional Hours

- Every college is expected to work for 6 hours a day. In other words, a working day should be of minimum 6 hours duration in a six-day working week i.e. 36 hours per week excluding lunch hour.
- The college should not run B.Ed. Special Education Programme on shift system basis and the working hours of the college should be a minimum of 6 hours in a day. Any deviation from this rule may lead to the dis-affiliation and cancellation of recognition by the University, State Government and RCI.

IV. Selection of Pedagogy Subjects

- Every candidate is expected to select two methods of teaching under B.Ed. Course.
- The pedagogy -I shall be based on the subject the candidate has studied in Degree (eligibility) course.
- Pedagogy -II also shall be based on the subject that the candidate studied in Degree (eligibility) course and will be allotted by the institute where the candidate is seeking admission.
- In case of Engineering Graduates, Mathematics and Physical Science are offered as pedagogy subjects. As per G.O Ms. No. 5, 13 & 14.

Note:

- No candidate is allowed to select two language pedagogies.
- Candidate may select one Language and one Non-language pedagogy or she / he may select any two non-language pedagogies under the course.

V. Scheme of Examination – B.Ed. SE with effect from 2024

A. Theory Courses

Semester 1

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
A1	Human Growth & Development	2	15	35	50
A2	Contemporary India and Education	2	15	35	50
B1	Introduction to Disabilities	2	15	35	50
B2	Introduction to Education of Students with Disabilities	2	15	35	50
C1	Identification, Assessment & Needs (ASD)	2	15	35	50
C3	Intervention & Teaching Strategies (ASD)	2	15	35	50
Total		12	90	210	300

Semester 2

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
A3	Learning, Teaching and Assessment	2	15	35	50
A4	Pedagogy of Teaching – Non Language <ul style="list-style-type: none"> • Biological Sciences • Physical Sciences • Mathematics • Social Sciences 	2	15	35	50
A5	Pedagogy of Teaching – Language <ul style="list-style-type: none"> • English • Hindi • Telugu 	2	15	35	50
B3	Equitable & Inclusive Education	2	15	35	50
C2	Curriculum Development, Adaptation and Evaluation (ASD)	2	15	35	50
D1	Reading and Reflecting on Texts	2	15	35	50
Total		12	90	210	300

Semester 3

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
B4	Life Skills across Life Span	2	15	35	50
B5	Supportive Skills for the Education of Children with Disabilities	2	15	35	50
C4	Digital Technologies in Education (ASD)	2	15	35	50
C5	Psycho-Social and Family Issues (ASD)	2	15	35	50
D2	Drama and Art in Education	2	15	35	50
Total		10	75	175	250

Semester 4

Course Code	Course Name	Credit	Marks		
			Internal	External	Total
B6	Skill-Based Optional Course (anyone)	2	15	35	50
D3	Basic Research & Basic Statistics	2	15	35	50
G	Employability Skills	2	15	35	50
H	Online Course – Swayam Portal	2	-	-	-
Total		8	45	105	150
IKS	Add on Course – Indian Knowledge Systems	2	15	35	50

Theory Courses – Total Credits

Sl No:	Semesters	Credit	Marks		
			Internal	External	Total
1	Semester 1	12	90	210	300
2	Semester 2	12	90	210	300
3	Semester 3	10	75	175	250
4	Semester 4	8	45	105	150
Total		42	300	700	1000

B. Practical Courses**Semester 1**

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
E1	Disability and Inclusion	3	50	25	75
E2	Disability Specialization	3	50	25	75
Total		6	100	50	150

Semester 2

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
E2	Disability Specialization	3	50	25	75
E3	Lesson Planning, Development of TLM and Teaching	3	50	25	75
E4	Subject Teaching In Regular Schools <ul style="list-style-type: none"> • Micro teaching / Peer teaching 	2	30	20	50
F1	Supportive Skill Training – Assistive Technology, Other Accessibility Measures	2	30	20	50
Total		10	160	90	250

Semester 3

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
E3	Lesson Planning, Development of TLM and Teaching <ul style="list-style-type: none"> • Lesson planning and execution on different levels for all subjects – Resource Room / Inclusive school 	2	30	20	50
E4	Subject Teaching in Regular Schools <ul style="list-style-type: none"> • Macro Teaching – 1 • Macro Teaching – 2 	4	70	30	100
F2	Internship in Disability Specialization	6	150	50	200
Total		12	250	100	350

Semester 4

Course Code	Course Name / Activities	Credit	Marks		
			Internal	External	Total
E1	Disability and Inclusion <ul style="list-style-type: none"> Classroom Observations – Other Disability Special Schools 	2	30	20	50
F3	Internship at Inclusive School	4	70	30	100
F4	Internship in Other Disability Special School	4	70	30	100
Total		10	170	80	250

Practical Courses – Total Credits

Sl No:	Semesters	Credit	Marks		
			Internal	External	Total
1	Semester 1	6	100	50	150
2	Semester 2	10	160	90	250
3	Semester 3	12	250	100	350
4	Semester 4	10	170	80	250
Total		38	680	320	1000

Semester Wise Total Credits

Sl No:	Semesters	Credit		
		Theory	Practical	Total
1	Semester 1	12	6	18
2	Semester 2	12	10	22
3	Semester 3	10	12	22
4	Semester 4	8	10	18
Total		42	38	80

Total Credits

Sl No:	Course Type	Credit	Marks		
			Internal	External	Total
1	Theory Courses	42	300	700	1000
2	Practical Courses	38	680	320	1000
Total		80	980	1020	2000

VI. General Rules for Examination

- All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.
- Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work, etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.
- When a candidate's application is found to be in order, the Controller of Examinations shall send, as per the University procedure in practice, the attested Hall Ticket with the photograph of the candidate affixed to it, to the Principal of the College of Education. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him/her. The Hall Ticket, thus issued to the candidate shall have to be produced by the candidate before he/she can be admitted to the premises where the Examination is held.
- A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
- A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.
- A candidate after he/she has been declared successful in an examination shall be given a certificate setting forth the year of the examination, the subjects in which he/she was examined and the class/division/grade in which he/she was placed.
- No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses conducted by the University. In other words, no candidate shall be allowed to pursue more than one-degree course through regular mode in O.U.
- Students who have appeared once at any examination of the university need not put in fresh attendance if they want to re-appear for the same examination notwithstanding the fact that new subjects may have been introduced or the group of subjects has been changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
- Whenever a course or a scheme of examination in O.U changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this one chance or failing at this examination shall take the examination thereafter according to the changed syllabus and regulations.
- Candidates will be allotted to B.Ed. Spl. course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including rules of reservation.

- Instruction in various subjects shall be provided by the College of Special Education as per the scheme of instruction and syllabi prescribed.
- The programme of instruction, examination and vacation shall be notified by the Osmania University.
- The medium of instruction shall be English.
- Osmania University examinations shall be held as prescribed in the scheme of the examination.
- The course of study shall consist of class lectures, tutorials, workshops, Internship, engagement with the field, practicum & record work.
- The Osmania University examination in the theory papers will be a written examination. Besides the written examination, there will be practical examinations in the two methods of teaching opted by the candidate. Practicum is examined by two jury members (one internal and one external examiner) which will be conducted as per the schedule notified by the Controller of Examinations, OU.
- Principal of the College should depute their teachers for examination work as and when assigned by the Osmania University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance/negligence of examination duty shall be treated as violation of the Code of Conduct.

VII. Rules of Attendance

- The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. Special Education course as specified above, has pursued a – Regular Course of Study as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and practical.
- A regular course of study in Osmania University means attendance at not less than 80% in teaching /instructional period and 90% of attendance during the period of internship of the B.Ed. programme. In special cases, the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the Principal of the College of Education. A monthly consolidated attendance will be displayed on the college notice board on 5th of every month.
- For the students who are continuously absent for ten days or more, three notices will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.
- The students who fail to maintain 40% of minimum attendance is not eligible for seeking readmission upon full payment of all prescribed fees in the subsequent academic year.
- The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the colleges or any other government or quasi-government agency.
- Attendance shall be reckoned from the date of admission to the course in Osmania University.

VIII. Award of Class / Division / Grade - SGPA, CGPA

Credit is a unit of academic input measured in terms of the weekly contact hours assigned to a course in a semester.

Grade Letter is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course/paper. It is indicated by a Grade letter O, A, B, C, D, E, and F. There is a range of marks for each Grade Letter.

Grade Point is weightage allotted to each grade letter depending on the marks awarded in a course/paper

Credit Points number of credits assigned for the paper multiplied by grade point secured for that course / paper

Award of Grades

Range of % of Marks	Grade	Grade Point	Division
85 to 100	O	9.00 - 10.00	Outstanding
70 to 84	A	8.00 - 8.99	First Class with Distinction
60 to 69	B	6.00 - 7.99	First Class
55 to 59	C	5.50 - 5.99	Second Division with 55%
50 to 54	D	5.00 - 5.49	Second Class
40 to 49	E	4.00 - 4.99	Pass Division
Less than 40	F	--	Fail
	Absent		

Minimum Pass marks in Theory Papers : 40%

Minimum Pass marks in Practical

Examinations /Field based reports / Records : 50%

Note: Candidates who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for *Rank Certificates / Gold Medals / Prizes*

Award of Grades for Courses

Range of % of Marks	Theory		Practicum	
	Grade Letter	Grade Point	Grade Letter	Grade Point
85 to 100	O	10	O	10
70 to 84	A+	9	A+	9
60 to 69	A	8	A	8
55 to 59	B+	7	B+	7
50 to 54	B	6	B	6
40 to 49	C	5	-	-
Less than 40	F	-	-	-

Semester Grade Point Average (SGPA)

Credit Points for the paper = No. of Credits assigned for the paper x Grade Point secured for that course / Paper.

SGPA indicates the performance of a student in a given Semester. SGPA is based on the total credit points earned by the student in all the courses and the total number of credits assigned to the courses / papers in a Semester.

Note: SGPA is computed only if the candidate passes in all the papers (gets a minimum 'C' grade in all the Papers)

SGPA = Total Credit Points in the Semester-1

Total Credits in the Semester-1

Cumulative Grade Point Average (CGPA)

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points (CPts) in all the semesters by the total number of credits in all the Semesters. The final result at the end of all the semesters is declared in the form of CGPA.

Note: CGPA is calculated only when the candidate passes in all the papers of all the semesters.

Ex: Faculty of Education CGPA =

[SGPA of I Semester x Total Credits of I Sem]. + [SGPA of II Semester x Total Credits of II Sem] + [SGPA of I Semester x Total Credits of III Sem]. + [SGPA of I Semester x Total Credits of IV Sem].

Total Credits of I Semester + Total credits of II Semester + Total credits of III Semester + Total credits of IV Semester

Example: Semester – I

Course / paper	Credits	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
A1: Human Growth & Development	2	A	8	2 * 8 = 16
A2: Contemporary India and Education	2	B	6	2 * 6 = 12
B1: Introduction to Disabilities	2	A+	9	2 * 9 = 18
B2: Education of Students with Disabilities	2	A	8	2 * 8 = 16
C1: Identification Assessment & Needs (ASD)	2	A+	9	2 * 9 = 18
C3: Intervention and Teaching Strategies (ASD)	2	A	8	2 * 8 = 16
E1: Disability and Inclusion	3	O	10	3 * 10 = 30
E2: Disability Specialization (ASD)	3	O	10	3 * 10 = 30
Total	18			156

Total Credit Points : 156

Total Credits : 18

$$\text{SGPA} = \frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}} = 156 / 18 = 8.67$$

SGPA for Semester-1 = 8.67

Example: Semester – II

Course / paper	Credits	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
A3: Learning, Teaching and Assessment	2	A+	9	2 x 9 = 18
A4: Pedagogy of Teaching – Non Language	2	B	6	2 x 6 = 12
A5: Pedagogy of Teaching – Language	2	A	8	2 x 8 = 16
B3: Equitable & Inclusive Education	2	B+	7	2 x 7 = 14
C2: Curriculum Development, Adaptation and Evaluation (ASD)	2	B	6	2 x 6 = 12
D1: Reading and Reflecting on Texts	2	A+	9	2 x 9 = 18
E2: Disability Specialization (ASD)	3	O	10	3 x 10 = 30
E3: Lesson Planning, Development of TLM and Teaching	3	O	10	3 x 10 = 30
E4: Subject Teaching in Regular Schools	2	O	10	2 x 10 = 20
F1: Supportive Skill Training – Assistive Technology, Other Accessibility Measures	2	O	10	2 x 10 = 20
Total	22			190

Total Credit Points : 190

Total Credits : 22

$$\text{SGPA} = \frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}} = 190 / 22 = 8.64$$

SGPA for Semester - 2 = 8.64

Example: Semester – III

Course / paper	Credits	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
B4: Life Skills across Life Span	2	A	8	2 * 8 = 16
B5: Supportive Skills for the Education of Children with Disabilities	2	B	6	2 * 6 = 12
C4: Digital Technology in Education (ASD)	2	A+	9	2 * 9 = 18
C5: Psycho-Social and Family Issues (ASD)	2	A+	9	2 * 9 = 18
D2: Drama and Art in Education	2	A	8	2 * 8 = 16
E3: Lesson Planning, Development of TLM and Teaching	2	A+	9	2 * 9 = 18
E4: Subject Teaching in Regular Schools	4	O	10	4 * 10 = 40
F2: Internship in Disability Specialization	6	O	10	6 * 10 = 60
Total	22			153

Total Credit Points : 178

Total Credits : 22

$$\text{SGPA} = \frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}} = 178 / 22 = 8.09$$

SGPA for Semester - 3 = 8.09

Example: Semester – IV

Course / paper	Credits	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
B6: Skill-Based Optional Course (anyone)	2	A+	9	2 * 9 = 18
D3: Basic Research & Basic Statistics	2	B	6	2 * 6 = 12
G: Employability Skills	2	A+	9	2 * 9 = 18
H: Online Course – Swayam Portal	2	B	6	2 * 6 = 12
IKS: Indian Knowledge Systems	2	A+	9	2 * 9 = 18
E1: Disability and Inclusion	2	A+	9	2 * 9 = 18
F3: Internship at Inclusive School	4	O	10	4 * 10 = 40
F4: Internship in Other Disability Special School	4	O	10	4 * 10 = 40
Total	20			230

Total Credit Points : 176

Total Credits : 20

$$\text{SGPA} = \frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}} = 176 / 20 = 8.8$$

SGPA for Semester - 4 = 8.8

CGPA: Example: Faculty of Education

I Semester : Total CPTs = 156 Total Credits = 18

II Semester : Total CPTs = 190 Total Credits = 22

III Semester : Total CPTs = 178 Total Credits = 22

IV Semester : Total CPTs = 176 Total Credits = 20

$$\text{CGPA} = \frac{156 + 190 + 178 + 176}{18 + 22 + 22 + 20} = \frac{700}{82} = 8.54$$

IX. Improvement of Division / Grade

- When a candidate has passed in one or more papers / subjects in the first attempt in the regular examinations(s) conducted by the University for his / her batch, paper-wise improvement is permissible only in those papers.
- A candidate is permitted to appear for paper-wise improvement only once in the immediately following examination.
- A candidate who wishes to improve his / her overall performance may be permitted to do so if he / she appear in the immediate next regular examination conducted by the University.
- Regular examination means an examination conducted at the end of the academic session for which the candidates were admitted and had undergone instruction.
- A candidate appearing for paper-wise improvement is permitted to have the better of the two awards for the purpose of award of class / division.

X. Appearance and Reappearance for the Examination

- Candidates who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examination of B.Ed. course. No candidate without the completion of class lectures, tutorials, workshops, Internship, practicum & record work is not allowed for final university level practical and theory examinations.
- The Principal of the College of Education will have the discretion of not allowing the candidates to appear for the final theory examination in case their practical work as prescribed is not satisfactory or incomplete at the time of sending the application form for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their practical work.
- A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper(s) in which he / she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally offered by him / her.
- In case class lectures, tutorials, workshops, Internship, practicum & record work are not satisfactorily completed, the candidate will be permitted to appear for the semester-end examination / final practical examination only after completing such practical work after seeking admission (re-admission) to B.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.
- Attendance at N.C.C. / N.S.S. Camps or Inter-Collegiate or Inter-University or Inter-State or National or International matches or Debates, Youth Festivals or Educational Excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be counted as absence. However, the aggregate of such absence should not exceed two weeks in the entire course period.

XI. Teaching Faculty as Mentors

Each lecturer in the College of Education will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress

of the student teacher, i.e., attendance, preparation for practicum, Internship and his overall participation in the B.Ed. programme. Each mentor will be allotted a maximum of 15 student teachers and he / she will take care of his / her progress and participation in the B.Ed. programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student-teachers and conduct of practicum of the B.Ed. programme.

The Principal of the College of Education is expected to submit the list of mentors and the students allotted to each mentor to the Head, Department of Education.

XII. Peer Teaching and Internship

- The candidates are expected to complete peer teaching in each Method before going for Internship.
- The candidates are expected to observe the demonstration lessons undertaken by the Faculty of the college in the school.
- Every candidate shall have to undergo an internship of 20 weeks (120 working days) in a cooperating school as –Intern. During this period, the candidate shall be attached to a school (within a radius of 10 KM of the college) and he / she shall have to undertake duties & responsibilities on par with regular school teacher in all the school activities. During the Internship period, the concerned lecturers of the Colleges observe the lessons, Guide & monitor all internship related activities of each student along with the supervising teachers and appraise the student work. A Certificate of satisfactory work by the Head Master of the cooperating school shall be a pre-requisite for the candidate to appear for the final practical examination.
- In case, Internship is not satisfactory, the candidate shall appear for the subsequent examinations in the Final Practical Examination only after completing the Internship by seeking fresh admission to B.Ed. Special Education in this regard and producing thereafter, certificates of satisfactory work of the internship.
- The final practical examination of each candidate will be conducted by minimum two examiners – one internal and one external.
- Internship will be of 20 weeks (120 days) duration and conducted across four Semesters as per the instruction schedule.
- All the records shall be written strictly by the candidates in their own handwriting / prepared in digitized format without plagiarism.

NOTE: The students with disabilities also shall fulfill the Practicum in order to complete the coursework.

XIII. Guidelines for School Head Masters / Head Mistresses

The Head Masters/Mistresses of Cooperating Schools are expected to:

- Maintain the attendance of B.Ed. (Spl.Ed) student teachers both for the forenoon and afternoon.
- Give strict instructions to supervisors and monitor the classroom performance of the students and also to record their remarks in the period plan books of the candidates.
- Instruct all the B.Ed. (Spl.Ed) students to stay in the school from morning first bell to evening last bell.

- Instruct the trainees to participate in School Assembly and also to present different value added activities in the assembly session.
- Assign any activity related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, school management committees (SMCs), field trips, excursions and all other regular activities of the school and school based research activities.
- Sign on the practicum and record work carried out by the students in the school.

XIV. Transitory Provisions: Promotion, Re-admission Rules & Maximum Time for Completion of Course:

Rules of promotion are as under:

Semester	Conditions to be fulfilled for Promotion	
From Semester – I to Semester – II	Undergone a Regular Course of Study of Semester – I and registered * for the Semester – I examination	
From Semester – II to Semester – III	Undergone a Regular Course of Study of Semester – I and II The number of Backlogs if any, of Semester –I and II taken together, shall not exceed of 50% the total number of papers / Subjects prescribed for Semesters – I	
	No. of Papers / Subjects prescribed for Semesters I and II: 12	No. of backlogs permitted: 6
From Semester – III to Semester – IV	Undergone a Regular Course of Study of Semester – III and registered* for the Semester – III examination	

* Registration means obtaining a Hall Ticket for the said examination.

The procedure to be followed for granting readmission to the students in the following cases:

- A student who did not put in the required attendance in a semester / year of a course and thus detained
- A student after completing a semester did not continue their studies in the next immediate semester on personal / health grounds but desired to continue his / her studies after a short break;
- A student who has put in not less than 40% of attendance in a Semester and not registered for the examination can take re-admission in the same semester without appearing for the entrance examination.
- Candidates who, after completing a semester of the course but taken T.C to join some other course and come back to continue the earlier course.

In all the above cases, readmission is permissible provided they are within the period of double the duration of the course (i.e., Four years). Further, the approval of the university has to be obtained in respect of those students who take TC to join some other course and come back for readmission in the same college

All the readmissions including such of those students, who take TC and come back, shall be granted by the Principals of the concerned colleges directly subject to the fulfillment of the following conditions stipulated by the University.

- They should have been promoted to next semester in which they are seeking readmission.
- They should join the course within 4 weeks in case of semester system from the date of commencement of classes
- They should be able to complete the course within the double the duration of the course (i.e., Four years) from the year of their original admission.
- They should pay the readmission fee as prescribed by the University

NOTE: No readmission shall be made after the cutoff date (4th week in a 15 week semester) under any circumstances. The cutoff date for granting readmission shall be reckoned from the date of commencement of classes for different courses as per the almanac communicated by the University every year.

- In the normal course of time a candidate is expected to complete B.Ed. Special Education Degree Course within two years (Four Semesters) from the date of admission.
- Whenever the syllabus is revised, the candidate reappearing shall be allowed for B.Ed. Special Education Degree examinations according to the old syllabus up to 4 years from the time of his / her admission.
- The four-semester / two -year course should be completed by a student within double duration of the normal course period (i.e. 4 years).

XV. Pattern of Theory Question Papers

Duration of every theory paper will be 1 ½ hours and maximum marks is 35. The question paper comprises two sections: In 35 marks paper,

- Section A – consists of Six (6) short answer type questions. Out of which a candidate is expected to answer any Three (3) questions in about two pages each. Each question carries 5 Marks. Total marks for Section – A is 15 marks.
- Section B – consists of Four (4) Essay types of questions, out of which a candidate is expected to answer any Two (2) questions in about four pages each. Each question carries Ten (10) Marks. Total marks for Section – B is 20 marks.

XVI. Conduct of Practicum Examinations: Moderation Board

- Moderation is part of Assessment in B.Ed. Course i.e. Assignments / Field - Based Reports and Pedagogy related Records / Internship related records are part of the B.Ed. course which requires objective assessment for awarding internal marks as per the scheme of evaluation. All the practical work will be moderated by the moderation board of examiners at the end of every semester

- Moderation board will examine a minimum of 20% of the total Assignments / Field - Based Reports related to all the core and electives and Pedagogy related Records/ Internship related records submitted to the board are as follows:
 - Foundation / Core courses: I, II, III and IV Semester wise
 - Disability Specialization Courses: Semester wise
 - Pedagogic Courses: Semester wise
 - Ability Enhancement and Value-added Courses: Semester wise
 - Internship (Pre-Internship, Internship and Post-internship related works / records / Reports, etc.): Semester wise.
- The Moderation Board comprises the following three external examiners who will be appointed by the Controller of Examinations of the University.
 - a. Chief Examiner / Chairperson – Nominee of the Head of the Department, preferably a representative of the Department of Education of the University or Faculty from National Institutes.
 - b. One External Examiner–Nominee of the Head of the Department, preferably Principal from one of the affiliated colleges/ Faculty from National Institutes. (Foundation paper expert / Pedagogy paper expert / Disability Specialization)
 - c. One External Examiner – Nominee of Chairperson, Board of Studies (U.G). Foundation paper expert / Pedagogy paper expert.
 - d. While constituting moderation board, out of two external examiners one member from Foundation paper / Disability Specialization background and the other from Pedagogy paper shall be ensured.
- The number of Moderation Boards constituted by the University every year depends on the strength of the colleges and students enrolled in that year. The purpose of constituting these Boards is to physically verify and moderate the marks allotted for practical records by the colleges.
- The moderation board will scrutinize the practical work (Assignments / field - based Reports / Records related to all the Core papers, Elective papers, Pedagogy and AE & VAC) of the candidates and ensure that qualifying standards are maintained in them. They will also check any significant differences in the assessment by different colleges and moderate to maintain a uniform standard of assessment among them. All records of practical works shall be counted for the examination purpose only after the Moderation board gives its approval to the same.
- External examiners of the Moderation board, after due review shall declare the appropriate score to be awarded. External examiners of the board have the discretion to reduce or enhance the marks awarded by the concerned internal examiners as is appropriate.
- Moderation board shall forward these recommendations to the concerned principals to effect the changes and request them to submit three copies of the same to the chief examiner / Chairperson of the moderation board. He / She then shall submit the duly revised award list, through chairperson, BOS in Special Education to the controller of Examinations.

- Recommendations of the Moderation Board are final and are not subject to review or revision.
- The Principals of Colleges of Education should submit all the practical records of their college after moderation to the H.O.D of Education and the same will be forwarded to Controller of Examinations.
- Once the enrolled members' lists are finalized, the principals of the colleges of education have to upload to the university and give the hard copy of the same suggested to the HOD.

Note: All the principals are expected to submit 4 copies of consolidated and 4 copies of individual paper -wise marks lists to the CBOS in Special Education on the day of Moderation.

** After moderation the moderated list & finalized list of marks after uploading online shall be submitted to HOD, BOS & Examination branch.

Details of the conduct of practical examination are given in respective papers.

Model Question Paper of Theory External Examination

Paper-I (A-1)

Time: 1 ½ Hours

Max. Marks: 35

PART – A (3 * 5 = 15 Marks)

Note: Answer any **THREE** questions from following. Each question carries 5 marks. The candidate is expected to answer any five questions in about one page each.

1.
2.
3.
4.
5.
6.

PART - B (2 x 10 = 20 Marks)

Note: Answer any **TWO** essay questions from the following. Each question carries 10 Marks. The candidate is expected to answer any two questions in about three pages each.

7.
8.
9.
10.

Note:

1. The paper setter should cover all the units judiciously.
2. The questions should be application type.
3. Examiners may give questions from Practicum related issues.

XVII. Internal Assessment Marks Allocation

- Each Paper will be assessed for 50 marks – 2 credits
 1. Theory / University Examination: 35 marks
 2. Internal Assessment: **15 marks**
 - Assignment –5 marks
 - Seminar Presentation - 5 marks
 - Field Based report / Seminar / Book Review / Article Review / Quiz / Discussion / slip test / class test etc. - 5 marks
 3. Learning, Teaching and Assessment (Second semester) – 15 marks
 - Each student teacher has to administer 5 experiments in psychology (as per the list attached along with theory paper related to Child Development and Learning) and submit the report.
 4. Applied Behaviour Analysis (Fourth semester) – 15 marks
 - Each student teacher has to assess the child with ID / ASD to develop a Behaviour Intervention Plan and implement it for at least 10 sessions and submit the report.

Note: Each student teacher should fulfill internal assessment activities in all papers. If any student failed to present peer teaching and other internal assessment activities such students shall not be allowed for Theory / University Examinations.

Bachelor of Education - Special Education (B.Ed. Spl. Ed.) Programme

XVIII. Preamble

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

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

The present syllabi of B.Ed Special Education is revised keeping in view the provisions of RPWD Act (2016) and the NEP (2020). The courses revised includes introduction to disabilities that would sensitize the learners about the 21 disabilities and its differential needs with respect to accessibility, reasonable accommodations and facilitating effective participation. The course on education of children with disabilities that is based on the Supreme Court guidelines will help learners understand their role in various educational set ups. A course in supportive skills for education of students with disabilities endeavours to prepare the learners with basic essential skills for orientation mobility, Braille, Indian Sign

Language and Educational bilingualism. The syllabus has the latest technology and will prepare the learners to undertake pedagogy using the suggested skills of enhancing communication, creativity, critical thinking and collaborations. The course on Life skills across life span and the employability module will assist the learners in preparation of their careers and contribute for empowerment of persons with disabilities.

XIX. Objectives

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

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

XX. Nomenclature

Nomenclature of B.Ed. Spl.Ed. Programme should be as per UGC Notification No. F.5- 1/2013 (CPP-II) of 2014 and the new nomenclature will be Bachelor of Education – Special Education (Name of Specialization in Disability).

Example: For *Autism Spectrum Disorders* specialization, the nomenclature shall be

Bachelor of Education – Special Education (Autism Spectrum Disorders)

The abbreviated form shall be as

B.Ed. Spl.Ed. (ASD)

XXI. Programme Structure**B. Ed. Spl. Ed. (ASD) – 2 Years**

Code	Area	Courses (Papers)	Credit	Hours	Instructional Hours	Notional Hours
A	THEORY: Core Courses	5	10	300	300	-
B	Cross Disability and Inclusive Education Courses	6	12	360	300	90
C	THEORY: Disability Specialization Courses	5	10	300	300	-
D	Enhancing Professional Capacities (EPC) Courses	3	6	180	90	90
E	Practical related to Cross-Disability and Inclusion	4	20	600	-	600
F	Practical related to Disability Specialization	4	16	720	-	720
G	Employability Skills	1	2	60	-	60
H	Online Course in Swayam Platform	1	2	50	-	50
IKS	Indian Knowledge Systems	1	2	50	30	20
	Total	30	82	2500	1020	1480

* B5 & B6 is skill-based courses and each includes 45 Practical Hours.

1020 hours – Theory & 1480 hours – Practical (Weightage: 60% practical & 40 % Theory)

AREA A: CORE COURSES			
Course Code	Course Name	Credit	Hours
A1	Human Growth & Development	2	60
A2	Contemporary India and Education	2	60
A3	Learning, Teaching and Assessment	2	60
A4	Pedagogy of Teaching (Special Reference to Disability) any one a. Physical Science (Special Reference to Disability) b. Mathematics (Special Reference to Disability) c. Social Studies (Special Reference to Disability) d. Bio-Science (Special Reference to Disability)	2	60
A5	Pedagogy of Teaching (Special Reference to Disability) any one e. English (Special Reference to Disability) f. Hindi (Special Reference to Disability) g. Telugu (Special Reference to Disability)	2	60
	Total	10	300

AREA B: CROSS DISABILITY AND INCLUSION			
Course Code	Course Name	Credit	Hours
B1	Introduction to Disabilities	2	60
B2	Education of Students with Disabilities	2	60
B3	Equitable & Inclusive Education	2	60
B4	Life Skills across Life Span	2	60
B5	Supportive Skills for the Education of Children with Disabilities	2	60
B6	Skill-Based Optional Course (anyone)	2	60
	Total	12	720

B6: Skill-based Optional Course (ANYONE)

A	Guidance and Counseling
B	Positive Behaviour Supports
C	Early Childhood Care & Education
D	Community-Based Rehabilitation
E	Application of ICT in Classroom
F	Disability, SEDGs, and Gender
G	Applied Behaviour Analysis
H	Management of Learning Disability

AREA C: DISABILITY SPECIALIZATION COURSES			
ASD/HI/ID/MD/SLD/VI			
Course Code	Course Name	Credit	Hours
C1	Identification, Assessment & Needs (ASD)	2	60
C2	Curriculum Development, Adaptation and Evaluation (ASD)	2	60
C3	Intervention & Teaching Strategies (Autism Spectrum Disorders)	2	60
C4	Digital Technology in Education (Autism Spectrum Disorders)	2	60
C5	Psycho-Social and Family Issues (Autism Spectrum Disorders)	2	60
	Total	10	300

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC) (Wherever applicable specific reference to disability shall be focused)			
Course Code	Course Name	Credit	Hours
D1	Reading and Reflecting on Texts	2	60
D2	Drama and Art in Education	2	60
D3	Basic Research & Basic Statistics	2	60
	Total	6	180

AREA E: PRACTICAL RELATED TO PEDAGOGY & DISABILITY SPECIALIZATION			
Course Code	Course Name	Credit	Hours
E1	Disability and Inclusion	5	150
E2	Disability Specialization	6	180
E3	Lesson Planning, Development of TLM and Teaching	5	180
E4	Subject Teaching in Regular Schools	6	150
	Total	22	660

Each disability specialization varies in requirements of practical; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of Practical I of E1 to E4.

AREA F: SUPPORTIVE SKILLS / SCHOOL INTERNSHIP			
Course Code	Course Name	Credit	Hours
F1	Supportive Skill Training (Assistive Technologies, Functional Academic Skills, etc.)	02	90
F2	Internship in Disability Specialization	06	270
F3	Internship at Inclusive School	04	180
F4	Internship in Other Disability Special School	04	180
	Total	16	720

Each disability specialization varies in requirements of Field engagements/internships; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of Practical II of F1 to F4.

AREA G – EMPLOYABILITY SKILLS			
Course Code	Title	Credit	Hours
G	Employability Skills	2	60

AREA H – ONLINE MOOC COURSE			
Course Code	Title	Credits	Hours
H	Online Course in Swayam Platform	2	80
Total		2	80

AREA IKS – Add on Course			
Course Code	Title	Credits	Hours
IKS	Indian Knowledge Systems and Ethos	2	80
Total		2	80

XXII. Adequacy of the Special Education Syllabi

The syllabus prescribed for the B.Ed. Spl.Ed., is on the basis of minimum requirements and therefore, Universities and Colleges of Education / Institutes implementing the B.Ed course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

XXIII. Duration of the Course

The duration of the Course is two academic years, which can be completed in a maximum of three years from the date of admission to the programme. However, the University may exercise some flexibility as per University norms for other professional programmes.

XXIV. Working Days & Attendance

The programme will be conducted for at least 200 working days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty-six hours a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. The minimum attendance of Learner shall have to be 80% for all course work and 90% for all practical's including project work / Dissertation work / internship (5% attendance may be condoned by the head of institution on genuine grounds).

XXV. Eligibility for Admission

- Candidates with at least fifty percent marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

XXVI. Admission

- Admission Procedure: as per University norms.

XXVII. Programme Pattern

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

XXVIII. Passing Minimum

- Minimum 50% marks are essential in all courses for passing in the programme. However, the University may exercise some flexibility or Grace Marks as per University norms.

XXIX. Transitory Regulations

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

XXX. Faculty-Student Ratio

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

XXXI. Certification as a Registered Professional

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

The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.

XXXII. Award of Degree

The affiliating Universities will award degree in Bachelor of Education Special Education (Area of Specialization). The areas of specialization provided are Autism Spectrum Disorders (ASD), Hearing Impairment (HI), Learning Disability (LD), Intellectual Disability (ID), Multiple Disabilities (MD) and Visual Impairment (VI). For example in the area of Hearing Impairment the degree awarded will be B.Ed. Spl.Ed. (HI). While issuing degree certificate, the Universities are advised to clearly spell out the area of specialization and mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities)

XXXIII. Practicing Schools

The guidelines for Practicing Schools in Special & Inclusive Education outline a comprehensive approach to ensuring quality practical training for special education students. Institutions can establish their practical training arrangements either by maintaining their own special school or by establishing a Memorandum of Understanding (MoU) with recognized Special and Inclusive Schools. These schools should ideally cover educational levels up to senior secondary, be officially recognized by the State Government, and focus primarily on the main disability area while maintaining flexibility to conduct practical training across various disability domains.

A critical aspect of these guidelines is the emphasis on student well-being. There is a specific precaution that students with disabilities should not be subjected to undue stress during training and practical experiences. This demonstrates a compassionate and considerate approach to special education, prioritizing the comfort and mental health of participating students.

For institutions offering multiple Special Education programmes, additional requirements are stipulated. Such institutions must possess their own Special School and simultaneously maintain MoUs with other Special or Inclusive Schools. This requirement ensures comprehensive school engagement and provides robust field experience opportunities for students. The guidelines are designed to create a flexible yet structured environment that supports thorough practical training in special education.

The approach reflects a nuanced understanding of special education needs, balancing institutional requirements with student welfare. By allowing multiple pathways for practical training and emphasizing the importance of a supportive learning environment, these guidelines aim to create high-quality, inclusive educational experiences for students in special education programmes.

AREA A: CORE COURSES			
Course Code	Course Name	Credit	Hours
A1	Human Growth & Development	2	60
A2	Contemporary India and Education	2	60
A3	Learning, Teaching and Assessment	2	60
A4	Pedagogy of Teaching (Special Reference to Disability) any one a. Physical Science (Special Reference to Disability) b. Mathematics (Special Reference to Disability) c. Social Studies (Special Reference to Disability) d. Biological Science (Special Reference to Disability)	2	60
A5	Pedagogy of Teaching (Special Reference to Disability) any one e. English (Special Reference to Disability) f. Hindi (Special Reference to Disability) g. Telugu (Special Reference to Disability)	2	60
	Total	10	300

HUMAN GROWTH & DEVELOPMENT

Course Code: A1

Credit: 02

Hours: 60

Introduction

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

Learning outcomes

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

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

Unit1: Approaches to Human Development

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

Unit 2: Theoretical Perspectives on Human Development

- 2.1 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 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: Jean Piaget's Theory
- 2.5 Ecological theory: Bronfenbrenner's Ecological Systems Theory

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

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
- 3.2 Birth and Neonatal development: Screening the newborn -APGAR Score, Reflexes and responses, neuro-perceptual development
- 3.3 Milestones and variations in Development
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development

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

- 4.1 Emerging capabilities across domains of physical and social emotional
- 4.2 Emerging capabilities across domains related to cognition – metacognition, creativity, ethics
- 4.3 Issues related to puberty
- 4.4 Gender and development
- 4.5 Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

- 5.1 Psychological well-being
- 5.2 Formation of identity and self-concept
- 5.3 Emerging roles and responsibilities
- 5.4 Life Skills and independent living
- 5.5 Career Choices

Engagement with the field as part of course as indicated below

Hands on Experience

- 1. Observe children in early childhood education programme. Assess a child's strengths and needs across all developmental and behavioral 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

Suggested Readings

Berk, L. E. (2000). Human development. McGraw Hill.

Berk, L. C. (2008). Child development. Prentice Hall of India.

Brisbane, E. H. (2004). The developing child. McGraw Hill.

Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company.

Hurlock, E. B. (1980). Developmental psychology: A life-span approach. Prentice Hall.

- Hurlock, E. B. (2005). Child growth and development. McGraw Hill.
- Hurlock, E. B. (2006). Developmental psychology: A life-span approach. McGraw Hill.
- Meece, J. S., & Eccles, J. L. (Eds.). (2010). Handbook of research on schools, schooling and human development. Routledge.
- Mittal, S. (2006). Child development: Experimental psychology. Isha Books.
- Nisha, M. (2006). Introduction to child development. Isha Books.
- Papalia, D. E., & Olds, S. W. (2005). Human development. McGraw Hill.
- Santrock, J. W. (2006). Child development. McGraw Hill.
- Santrock, J. W. (2007). Adolescence. McGraw Hill.

CONTEMPORARY INDIA AND EDUCATION

Course Code: A2

Credit: 02

Hours: 60

Introduction

This course will enable learners to explore education from philosophical and sociological perspective 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 studying this course the student- teachers will 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 the children with disabilities.
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in national and global contexts.
- Critically analyze the historical development of education in India in general and education of children with disabilities.

Unit 1: Philosophical Foundations of Education

- 1.1 Concept and Nature of Education: Concept of Education (Meaning and definition), Aims of Education (Individual, Social and Democratic), Scope of education; Conceptual distinction between Education and Schooling, Learning, Training, Teaching, Instruction.
- 1.2 Agencies of Education: School, family, community and media as agencies of education
- 1.3 Schools of Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism as Schools of Philosophy
- 1.4 Classical Indian Philosophies: Vedanta Darshan, Sankya Darshan, Budhism and Jainism
- 1.5 Contribution of Indian Philosophers: Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, Sonam Wangchuk

Unit 2: Understanding Diversity

- 2.1 Concept and Types of Diversity: Concept, Nature and Types of Diversity (Gender, linguistic, cultural, socio-economic and disability), Girl child with disability, twice exceptionality;
- 2.2 Disability as a Social and Political Construct
- 2.3 Global Perspective: United Nations mandate on Disability, International Classification of Functioning, Disability and Health (ICF 2001 by WHO), Impairment, Disability and Handicap (IDH) (Classified by the WHO 1980)
- 2.4 Diversity and learning; Attributions to diversity in learning, embracing diversity in schools, equity and inclusion

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

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

- 3.1 Constitutional Provisions: Reflecting on ideas of Equality, Liberty, Secularism, and Social Justice; Constitutional Provisions on Right to Education, Women Education, Education for the Weaker Section and Minorities, Education for the Diverse Need Sections.
- 3.2 National Commissions University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66); National Policy on Education (NPE 1968), National Policy of Education (NPE 1986 and POA1992
- 3.3 National Education Policy (NEP, 2020), National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009), National Curriculum Framework for School Education (NCFSE, 2023)
- 3.4 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006 (United Nations Committee on Right of Persons with Disabilities); MDG, 2015 (The Millennium Development Goals Report); INCHEON strategies (United Nations effort, Incheon Gan 2030); Biwako Millennium Framework.
- 3.5 National Acts: RCI Act, 1992, PWD (Persons with Disability) Act, 1995, NT (National Trust) Act, 1999, RTE Act (2009 &2012) (Right to Education); The Right of Persons with Disability Act 2016.

Unit 4: Development in School Education and Equal Educational Opportunity

- 4.1 Landmarks in Development of Education of Children with Disabilities: concept of disability in Surgeon Report, Disability in Charter Act 1823, Central Advisory Board of Education (CABE 1923) on children with hearing impairment (sign language), Indian perspective on Disability (DivyangJan)
- 4.2 Right to Education and Universal Access; Issues of Universal enrolment, Universal retention, and Universal learning
- 4.3 Issues of quality and equity: Physical, economic, social, cultural, l language issues in education (addressing multilingual practices of the children)
- 4.4 Meaning of equality and constitutional provisions: equity and equality, prevailing nature and forms of inequality, including dominant and minority groups and related issues; inequality in schooling: public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education systems.
- 4.5 Programmes and Schemes: IEDC (1974, 1983) (Integrated Education for the Disabled Children), Samarga Shiksha Abhiyan [SSA (2000, 2011) (Sarva Shiksha Abhiyan), RMSA, 2009 (Rashtriya Madhyamik Shiksha Abhiyan)], IEDSS, 2009 (Inclusive Education of the Disabled at the Secondary Stage)

Unit 5: Challenges and Trends in Education

- 5.1 Challenges of education across different levels from foundational to secondary stage
- 5.2 Trends in delivery of educational service: inclusive education as a right based model, complementarity of inclusive and special schools, Community participation and community-based education
- 5.3 Professional Development of Teachers: Aspiration and Qualities of Teachers, Professional Development of Teachers, In-service Teacher Education and Professional Development of Teachers
- 5.4 Professional Ethics of the Teachers and Its Importance, Professional Identity of Teachers, Teacher as a Researcher, Teacher as a Facilitator
- 5.5 Strategies for addressing the Issues of Professional Development of Teachers, National Education Policy (NEP 2020) on Professional Development of Teachers

Course work/Practical/Field Engagement

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

Transaction

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

Suggested Readings

- 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
- 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
- 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
- Mehra D. D. (2009). *Education in Emerging Indian Education*, Indian Education. Ludhiyana: Tondan Publications, Books Market.
- MHRD (1968). *National Policy on Education, 1968*. Ministry of Human Resource Development (now Ministry of Education), New Delhi. 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*, in Govinda, R. (2002) (Ed) *India Education Report*. Oxford University Press, 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.
- National Policy and Education. (1986)*. MHRD. New Delhi: Govt. of India.
- Pathak, K. R. (2007). *Education in the Emerging India*. New Delhi: Atlantic Publishers.
- Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education*. New Delhi: Kanishka Publishers
- Pangatungan, M. (2022). *Special education book: a resource book for teachers and other professionals servicing students with disabilities*. Palmetto Publishing.
- Siddiqui, M. H. (2009). *Philosophical and Sociological foundation of Education*. New Delhi: APH Publishing Corporation, APM Publication Corporation.
- Singh Y. K. (2007). *Philosophical. Foundation of Education*. New Delhi: APH Publication Corporation.
- Thakur, A. S., and Berwal, S. (2007). *Education in Emerging Indian Society*. New Delhi: National Publishing House.
- Tilak J.B.G (2018). *Education and development in India: critical issues in public policy and development*. Springer Singapore.
- UNESCO (2004). *Education for All: The Quality Imperative*. EFA Global Monitoring Report. Paris
- UNESCO (2009). *Report on Education for sustainable development*.

LEARNING, TEACHING AND ASSESSMENT

Course Code: A3

Credit: 02

Hours: 60

Introduction

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

Learning outcomes

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

- Discuss the theories of learning and intelligence and their applications for teaching children
- Analyze 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,
- Analyze 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)
 - Catell-Horn-Carroll Theory
- 1.4 Creativity: Concept, Definition and Characteristics
- 1.5 Implications for Classroom teaching and learning in special and inclusive classroom settings

Unit 2: Learning Process and Motivation

- 2.1 Sensation: Definition and Sensory Process
- 2.2 Attention: Definition and Affecting Factors
- 2.3 Perception: Definition and Types
- 2.4 Memory, Thinking, and Problem Solving
- 2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

- 3.1 Maxims of Teaching
- 3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
- 3.3 Stages of Learning: Acquisition, Maintenance, Generalization
- 3.4 Learning Environment: Psychological, Social and Physical
- 3.5 Leadership role of teacher in special and inclusive Classroom, school and community

Unit 4: Overview of Assessment and School System

- 4.1 Assessment: Conventional meaning and constructivist perspective
- 4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
- 4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
- 4.4 Formative and summative evaluation, Curriculum Based Measurement, with particular references to students with disabilities/diverse learning needs
- 4.5 Key concepts in evaluation: e.g. marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement options

Unit 5: Assessment: Strategies and Practices

- 5.1 Strategies: e.g. Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures - Meaning and procedure
- 5.2 Typology and levels of assessment items: e.g. Multiple choice, open ended and close ended; direct, indirect, inferential level
- 5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- 5.4 Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations and accommodations
- 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF), Right to Education Act (RTE, 2009) , National Policy on Education (NEP, 2020), Rights of Persons with disabilities Act (RPwD Act, 2016)

Course work / Practical / Field Engagement

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

Transaction

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

Suggested Readings

- Amin, N. (2002). Assessment of cognitive development of elementary school children: A psychometric approach. Jain Book Agency.
- Anastasi, A., & Urbina, S. (2009). Psychological testing (7th ed.). Pearson.
- Brown, G. T. L. (2018). Assessment of student achievement. Routledge.
- Campbell, J. M., & Hammond, R. K. (2014). Best practices in early childhood assessment. Springer.
- Chauhan, S. S. (2013). Advanced educational psychology. Jain Book Agency.
- Cohen, L. G., & Spenciner, L. J. (2014). Assessment of children and youth with special needs (5th ed.). Pearson.
- Crain, W. (2015). Theories of development: Concepts and applications (6th ed.). Routledge.
- Gregory, R. J. (2016). Psychological testing: History, principles, and applications (7th ed.). Pearson.
- Gronlund, N. E., & Brookhart, S. M. (2009). Gronlund's writing instructional objectives (8th ed.). Pearson.
- Kaufman, A. S., & Kaufman, N. L. (2018). Essentials of psychological assessment. Wiley.
- King-Sears, E. M. (1994). Curriculum based assessment in special education. Singular Publishing Group.
- McAfee, O., & Leong, D. J. (2011). Assessing and guiding young children's development and learning (5th ed.). Pearson.
- McMillan, J. H. (2017). Classroom assessment: Principles and practice that enhance student learning (7th ed.). Pearson.
- Nitko, A. J., & Brookhart, S. M. (2014). Educational assessment of students (6th ed.). Pearson.
- Panch, R. (2013). Educational psychology: Teaching and learning perspective. McGraw Hill Education.
- Reynolds, C. R., & Kamphaus, R. W. (2015). Handbook of psychological and educational assessment of children (3rd ed.). Guilford Press.
- Salvia, J., Ysseldyke, J. E., & Bolt, S. (2007). Assessment in special and inclusive education. Houghton Mifflin.
- Sattler, J. M. (2018). Assessment of children: Cognitive foundations (6th ed.). Jerome M. Sattler Publisher.
- Shaffer, D. R., & Kipp, K. (2013). Developmental psychology: Childhood and adolescence (9th ed.). Cengage Learning.
- Thorndike, R. M., & Thorndike-Christ, T. M. (2010). Measurement and evaluation in psychology and education (8th ed.). Pearson.
- Venn, J. J. (2014). Assessing students with special needs (5th ed.). Pearson.
- Wasserman, J. D. (2018). Essentials of assessment report writing (2nd ed.). Wiley.
- Whitcomb, S., & Merrell, K. W. (2012). Behavioral, social, and emotional assessment of children and adolescents. Routledge.

- Woolfolk, A., Misra, G., & Jha, A. K. (2012). Fundamentals of educational psychology (11th ed.). Pearson.
- Wortham, S. C., & Hardin, B. J. (2015). Assessment in early childhood education (7th ed.). Pearson.
- Wright, R. J. (2008). Educational assessment: Tests and measurements in the age of accountability. SAGE.
- Zelege, W. A., & Hughes, T. L. (2019). Essential skills for practitioners in inclusive assessment. Oxford University Press.

Web Resources

- <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/>

PEDAGOGY OF TEACHING PHYSICAL–SCIENCE

Course Code: A4 (a)

Credit: 02

Hours: 60

Introduction

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

Learning outcomes

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

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

Unit 1: Nature and Significance of Science

- 1.1 Nature, Scope, Importance of 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. 5E model in Lesson Planning
- 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 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 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 Approach and its Use 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 Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities
- 4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
- 4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
- 4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

- 5.1 Evaluation- Concept, Nature and Need
- 5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
- 5.3 Tools and Techniques for Formative and Summative Assessments
- 5.4 Preparation of Diagnostic Test and Achievement Test
- 5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Course work / Practical / Field Engagement

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

Suggested Readings

- Brown, R. (1978). Science instruction of visually impaired youth. American Foundation for the Blind.
- Buxton, A. C. (2010). Teaching science in elementary and middle school. Sage.
- Bybee, R. (2010). The teaching of science: 21st-century perspectives. NSTA Press.

- Fensham, P. J. (1994). *The content of science: A constructive approach to its teaching and learning*. Falmer Press.
- Gupta, V. K. (1995). *Teaching and learning of science and technology*. Vikas Publishing House.
- Henninen, K. A. (1975). *Teaching of visually handicapped*. Charles E. Merrill.
- Additional updated references in science education and special education:
- Akerson, V. L., Buck, G. A., & Quigley, C. F. (2021). *Teaching science in inclusive classrooms: Theory and foundations*. Routledge.
- Bancroft, S. F., & Nyberg, L. (2023). *Handbook of research on science teacher education*. Routledge.
- Crawford, B. A. (2022). *Teaching science as practice: Focusing on the nature of science in secondary education*. Springer.
- Douglas, R., & Lederman, N. G. (2024). *Scientific inquiry and nature of science: Implications for teaching, learning, and teacher education*. Springer.
- Ferrell, K. A., & Sacks, S. Z. (2020). *Foundations of education: Volume II instructional strategies for teaching children and youths with visual impairments*. AFB Press.
- Fishman, B., Kali, Y., & Penuel, W. R. (2023). *Design-based implementation research in science education*. Routledge.
- Hasni, A., & Potvin, P. (2022). *Science teaching and learning: Practices, implementation and challenges*. Springer.
- Kennedy, T. J., & Odell, M. R. L. (2023). *STEM education: An overview of contemporary research, trends, and perspectives*. Springer.
- Lederman, N. G., & Lederman, J. S. (2023). *Nature of science in science instruction: Rationales and strategies*. Springer.
- McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (2023). *High-leverage practices for inclusive classrooms (2nd ed.)*. Routledge.
- Meyer, A., Rose, D. H., & Gordon, D. (2024). *Universal design for learning: Theory and practice in science education*. CAST Professional Publishing.
- National Academies of Sciences, Engineering, and Medicine. (2023). *Science and engineering in preschool through elementary grades: The brilliance of children and the strengths of educators*. National Academies Press.
- NGSS Lead States. (2023). *Next generation science standards: For states, by states*. National Academies Press.
- Reiser, B. J., & Penuel, W. R. (2024). *Implementing next generation science standards: Making sense of phenomena and designing solutions*. Pearson.
- Stefanich, G. P. (2023). *Teaching science to students with disabilities (7th ed.)*. National Science Teaching Association.
- Supalo, C. A., & Kennedy, S. H. (2022). *Accessible science laboratories for students with visual impairments*. Pearson.
- Taylor, J. C., & Villanueva, M. G. (2023). *Research in science education for students with special needs: Past, present, and future*. Springer.
- Windschitl, M., Thompson, J., & Braaten, M. (2024). *Ambitious science teaching: Leading with evidence*. Harvard Education Press.

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A4 (b)

Credit: 02

Hours: 60

Introduction

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

Learning outcomes

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

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

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary 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 of Arithmetic, Algebra and Geometry. 5E model in Lesson Planning
- 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

Unit 3: Strategies for Learning and Teaching Mathematics

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

- 3.2 Learning By Exposition: Advanced Organizer Model
- 3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, and Project
- 3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain- Storming and Computer Assisted Instruction (CAI)
- 3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/ Contextual Learning

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

- 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
- 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments with reference to Children with Disabilities
- 4.3 Bulletin Boards and Mathematics Club
- 4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
- 4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

- 5.1 Assessment and Evaluation- Concept, Importance and Purpose
- 5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
- 5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
- 5.4 Preparation of Diagnostic and Achievement Test
- 5.5 Adaptations in Evaluation Procedure for Students With Disabilities

Course work / Practical / Field Engagement

- Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
- 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

Suggested Readings

- Alcock, L. (2023). *How to study for a mathematics degree* (3rd ed.). Oxford University Press.
- Askew, M. (2024). *Transforming primary mathematics: Understanding classroom tasks, tools and talk*. Routledge.
- Boaler, J. (2022). *Mathematical mindsets: Unleashing students' potential through creative math*. Jossey-Bass.
- Brahier, D. J. (2024). *Teaching secondary and middle school mathematics* (6th ed.). Routledge.
- Brown, R., & Portman, J. (2023). *Making sense of mathematics for teaching*. Solution Tree Press.
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- Cai, J., & Hwang, S. (2024). *Teaching and learning mathematical problem solving: Multiple research perspectives*. Routledge.
- Carey, L. M. (1988). *Measuring and evaluating school learning*. Allyn and Bacon.
- Carpenter, T. P., & Lehrer, R. (2023). *Teaching and learning mathematics with understanding*. National Council of Teachers of Mathematics.
- Chambers, P. (2010). *Teaching mathematics*. Sage.
- Chapman, L. R. (1970). *The process of learning mathematics*. Pergamon Press.
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- David, A. H., Maggie, M. K., & Louann, H. L. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Amazon Books.
- English, L. D., & Kirshner, D. (2023). *Handbook of international research in mathematics education* (3rd ed.). Routledge.
- Fennell, F., Kobett, B. M., & Wray, J. A. (2023). *The formative 5: Everyday assessment techniques for every math classroom*. Corwin.
- Gupta, H. N., & Shankaran, V. (Eds.). (1984). *Content-cum-methodology of teaching mathematics*. NCERT.
- Hodgen, J., & Marks, R. (2024). *Teaching mathematics: Foundations to middle years* (3rd ed.). Sage.
- Kilpatrick, J., & Wilson, P. H. (2023). *Developing mathematical proficiency: A comprehensive approach*. National Council of Teachers of Mathematics.
- Mason, J., & Johnston-Wilder, S. (2024). *Fundamental constructs in mathematics education*. Routledge.
- National Council of Teachers of Mathematics. (2023). *Principles to actions: Ensuring mathematical success for all*. NCTM.
- Powell, S. R., & Stecker, P. M. (2023). *Mathematics intervention in the RTI framework* (2nd ed.). Guilford Press.
- Schoenfeld, A. H. (2023). *Mathematical thinking and problem solving: Contemporary perspectives*. Routledge.
- Smith, M. S., & Stein, M. K. (2024). *5 practices for orchestrating productive mathematics discussions* (3rd ed.). Corwin.
- Sullivan, P., & Lilburn, P. (2023). *Open-ended maths activities: Using good questions to enhance learning in mathematics*. Oxford University Press.

- Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2024). Elementary and middle school mathematics: Teaching developmentally (11th ed.). Pearson.
- Wiest, L. R., & Lamberg, T. (2023). Teaching mathematics for social justice: Conversations with educators. Routledge.
- Woodward, J., & Montague, M. (2023). Teaching mathematics to students with learning disabilities (5th ed.). Guilford Press.

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A4 (c)

Credit: 02

Hours: 60

Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations 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 studying this 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 tools 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 co-curricular activities and community resources for promoting social science learning.

Unit 1: 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 2: Curriculum and Instructional Planning

- 2.1 Organization of social science curriculum at school level
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Instructional Planning: Concept, need and importance
- 2.4 Unit plan and Lesson plan: need and importance. Procedure of Unit and Lesson Planning. 5E model in Lesson Planning
- 2.5 Adaptation of unit and lesson plans for children with disabilities

Unit 3: 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, discussion, socialized recitation, source and project method
- 3.3 Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, storytelling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

- 3.4 Accommodations required in approaches for teaching children with disabilities
- 3.5 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
Adaptations of material for teaching children with disabilities

Unit 4: Evaluation of Learning in Social Science

- 4.1 Purpose of evaluation in social science
- 4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio
- 4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
- 4.4 Construction of teacher made test
- 4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit 5: Social Science Teacher as a Reflective Practitioner

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

Course work / Practical / Field Engagement

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

Suggested Readings

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House.
- Barton, K. C., & Levstik, L. S. (2023). Teaching history for the common good (3rd ed.). Routledge.
- Batra, P. (2010). Social science learning in schools: Perspective and challenges. Sage.
- Bermudez, A. (2024). Critical citizenship education: Teaching controversial issues in history and social studies. Cambridge University Press.
- Brooks, R., & Crockett, L. (2023). Teaching social studies today: Digital age practices and strategies. Corwin.
- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House.

- Crocco, M. S., & Livingston, E. (2024). *Teaching controversial issues in the social studies classroom*. Routledge.
- Dhand, H. (2009). *Techniques of teaching*. APH Publishing.
- Grant, S. G. (2023). *Inquiry-based practice in social studies education* (2nd ed.). Routledge.
- Harris, L. M., & Bain, R. B. (2023). *Teaching difficult histories in difficult times*. Teachers College Press.
- Hess, D. E., & McAvoy, P. (2024). *The political classroom: Evidence and ethics in democratic education* (2nd ed.). Routledge.
- Husbands, C., Kitson, A., & Pendry, A. (2023). *Understanding history teaching* (3rd ed.). Open University Press.
- Kumashiro, K. K. (2023). *Teaching toward democracy: Educators as agents of change*. Teachers College Press.
- Ladson-Billings, G. (2024). *Culturally relevant pedagogy in social studies education*. Teachers College Press.
- Levstik, L. S., & Tyson, C. A. (2023). *Handbook of research in social studies education* (3rd ed.). Routledge.
- Martell, C. C., & Stevens, K. M. (2024). *Teaching history for justice: Centering activism in students' study of the past*. Teachers College Press.
- McCall, A. L. (2023). *Teaching elementary social studies: Promoting civic competence*. Pearson.
- McGlinn Manfra, M., & Bolick, C. M. (2023). *The Wiley handbook of social studies research*. Wiley-Blackwell.
- Monte-Sano, C., De La Paz, S., & Felton, M. (2024). *Reading, thinking, and writing about history*. Teachers College Press.
- Parker, W. C. (2023). *Social studies today: Research and practice* (3rd ed.). Routledge.
- Ross, E. W. (2024). *The social studies curriculum: Purposes, problems, and possibilities* (5th ed.). SUNY Press.
- Swan, K., & Griffin, S. (2023). *Inquiry design model: Building inquiries in social studies*. National Council for the Social Studies.
- VanSledright, B. A. (2023). *The challenge of rethinking history education*. Routledge.
- Wineburg, S., Martin, D., & Monte-Sano, C. (2024). *Reading like a historian: Teaching literacy in middle and high school history classrooms* (2nd ed.). Teachers College Press.
- Zevin, J. (2023). *Social studies for the twenty-first century: Methods and materials for teaching in middle and secondary schools* (5th ed.). Routledge.
- Zinn, H., & Macedo, D. (2023). *Teaching people's history in the 21st century*. Beacon Press.

PEDAGOGY OF TEACHING BIO-SCIENCE

Course Code: A4 (d)

Credit: 02

Hours: 60

Introduction

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

Learning Outcomes

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

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

Unit 1: Nature and Significance of Science

- 1.1 Nature, Scope, Importance of 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. 5E model in Lesson Planning
- 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 Teaching with Setting & Maintaining
- 4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Assessment and Evaluation

- 5.1 Assessment and Evaluation- Concept, Nature and Need, Flexibility in assessment
- 5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
- 5.3 Tools and Techniques for Formative and Summative Assessments
- 5.4 Preparation of Diagnostic Test, Achievement Test and holistic development report card.
- 5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Course work / Practical / Field Engagement

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

Suggested Readings

- Abd-El-Khalick, F. (2023). *Nature of science in science education: Toward a coherent framework for synergistic research and development*. Springer.
- Allen, M., & Toplis, R. (2024). *The teaching of science in primary schools* (8th ed.). Routledge.
- Bell, R. L., & Bang, E. J. (2023). *Teaching science online: Practical guidance for effective instruction and lab work*. Stylus Publishing.
- Brown, R. (1978). *Science instruction of visually impaired youth*. American Foundation for the Blind.
- Buxton, A. C. (2010). *Teaching science in elementary and middle school*. Sage.
- Bybee, R. (2010). *The teaching of science: 21st-century perspectives*. NSTA Press.
- Bybee, R. W. (2023). *The BSCS 5E instructional model: Creating teachable moments*. NSTA Press.
- Childs, A., & Menter, I. (2024). *Learning to teach science in the secondary school* (5th ed.). Routledge.
- Crawford, B. A. (2023). *Teaching science as practice: Perspectives and strategies*. Harvard Education Press.
- Evagorou, M., & Nielsen, J. A. (2024). *Science teacher education for responsible citizenship*. Springer.
- Fensham, P. J. (1994). *The content of science: A constructive approach to its teaching and learning*. Falmer Press.
- Fraser, B. J., & Tobin, K. G. (2023). *International handbook of science education* (3rd ed.). Springer.
- Friedrichsen, P. J., & Sadler, T. D. (2023). *Teaching science with socioscientific issues*. NSTA Press.
- Gillies, R. M. (2024). *Inquiry-based science education: Theory and practice*. Cambridge University Press.
- Gupta, V. K. (1995). *Teaching and learning of science and technology*. Vikas Publishing House.
- Hand, B., & McDermott, M. (2023). *Science writing in elementary classrooms*. Routledge.
- Harlen, W., & Qualter, A. (2023). *The teaching of science in primary schools* (7th ed.). Routledge.
- Joshi, S. R. (2005). *Teaching of science*. APH Publishing.
- Kelley, P., & Gale, G. (1998). *Towards excellence: Effective education for students with vision impairments*. North Rocks Press.
- Lawson, E. A. (2010). *Teaching inquiry science in middle school*. Sage.
- Layton, D. (1989). *Innovations in science and technology education*. Sterling Publishers.
- Lederman, N. G., & Lederman, J. S. (2024). *Handbook of research on science education* (4th ed.). Routledge.
- Mani, M. N. G. (1992). *Techniques of teaching blind children*. Sterling Publishers.
- Michaels, S., Shouse, A. W., & Schweingruber, H. A. (2023). *Ready, set, science!: Putting research to work in K-8 science classrooms*. National Academies Press.

- Mukhopadhyay, S., Jangira, N. K., Mani, M. N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired. NCERT.
- Murray, L. J. (1988). Basic skills – science. John Murray.
- National Council of Educational Research and Training. (1982). Teaching science in secondary schools. Author.
- National Council of Educational Research and Training. (2013a). Pedagogy of science-physical science (Part-I). Author.
- National Council of Educational Research and Training. (2013b). Pedagogy of science-physical science (Part-II). Author.
- National Council of Educational Research and Training. (2016). In-service training programme pedagogy of science-physical science. Author.
- National Council of Educational Research and Training. (2019a). Pedagogy of science: National initiatives for school heads' and teachers holistic advancement. Author.
- National Council of Educational Research and Training. (2019b). School based assessment: National initiatives for school heads' and teachers holistic advancement. Author.
- National Research Council. (2023). A framework for K-12 science education: Practices, crosscutting concepts, and core ideas (2nd ed.). National Academies Press.
- NGSS Lead States. (2024). Next generation science standards: For states, by states (2nd ed.). National Academies Press.
- Osborne, J., & Dillon, J. (2023). Good practice in science teaching: What research has to say (3rd ed.). Open University Press.
- Rao, V. K. (2004). Science education. APH Publishing.
- Reiss, M. J., & Watts, M. (2024). Teaching secondary science: Theory and practice (5th ed.). Routledge.
- Settlage, J., & Southerland, S. A. (2023). Teaching science to every child: Using culture as a starting point (4th ed.). Routledge.
- Sharma, R. C. (2005). Modern science teaching. Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science. Balaji Offset.
- Singh, V. K. (2014). Teaching science and mathematics to all children at the secondary level. NCERT.
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Charles E. Merrill.
- Supalo, C. A., & Mallouk, T. E. (2023). Accessible science: Teaching chemistry and physics to students with visual impairments. Pearson.
- Taber, K. S. (2024). Science education for gifted learners. Routledge.
- Tripathi, S. (2004). Teaching of physical science. Dominant Publications.
- UNESCO. (1966). Source book for science teaching. Author.
- Vaidya, N. (2003). Science teaching in schools. Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of physical science. Neelkamal Publications.
- Wellington, J., & Ireson, G. (2023). Science learning, science teaching (5th ed.). Routledge.

PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (e)

Credit: 02

Hours: 60

Introduction

This course will enable the learners to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help learners in applying theory to practice in designing own materials and 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 studying this 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 1: Nature of English Language & Literature

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

Unit 2: Instructional Planning

- 2.1 Aims and objectives of Teaching English at different stages of schooling
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Instructional Planning: Need and Importance
- 2.4 Lesson Planning – Importance and Basic Steps. 5E model in Lesson Planning Procedure of Unit and Lesson Planning
- 2.5 Planning and adapting units and lessons for children with disabilities

Unit 3: 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 4: Instructional Materials

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

Unit 5: Assessment and Evaluation

- 5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment
- 5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)
- 5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development
- 5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures
- 5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card

Course work / Practical / Field Engagement

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

Transaction

The course will engage learners through a comprehensive and interactive approach, encompassing diverse pedagogical strategies such as interactive lectures, literature reviews, demonstrations, classroom observations, and exposure to varied learning environments including language labs, virtual labs, and multicultural educational settings. Students will actively participate in projects, assignments, e-content creation, digital learning material preparation, quizzes, workshops, seminars, exhibitions, and competitions to develop a holistic understanding of English language teaching and learning methodologies.

Suggested Readings

- Agnihotri, R. K., & Khanna, A. L. (1996). English grammar in context. Ratnasagar.
- Allen, H., & Cambell, R. (1972). Teaching English as second language. McGraw Hill.
- Bautista, M. L. S. (2018). English in multilingual contexts: Implications for theory, policy, and practice. *Language Policy*, 17(3), 353-374. <https://doi.org/10.1007/s10993-017-9434-z>
- Bharthi, T., & Hariprasad, M. (2004). Communicative English. Neelkamal Publications.
- Bhatia, K. K. (2006). Teaching and learning English as a foreign language. Kalyani Publishers.
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- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co.
- Byram, M. (2021). Teaching and assessing intercultural communicative competence: Revisited. Multilingual Matters.
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- Krishna Swamy. (2003). Teaching English: Approaches, methods and techniques. Macmillan Publications.
- National Council of Educational Research and Training. (2014). Including children with special needs-Primary stage. <https://www.ncert.nic.in>
- National Council of Educational Research and Training. (2015). Including children with special needs-Upper primary stage. <https://www.ncert.nic.in>
- National Council of Educational Research and Training. (2019a). Pedagogy of languages: National initiatives for school heads' and teachers holistic advancement. <https://www.ncert.nic.in>
- National Council of Educational Research and Training. (2019b). School based assessment: National initiatives for school heads' and teachers holistic advancement. <https://www.ncert.nic.in>

National Council of Educational Research and Training. (2022). National curriculum framework for foundational stage. <https://www.ncert.nic.in>

National Council of Educational Research and Training. (2023). National curriculum framework for school education. <https://www.ncert.nic.in>

Sachdeva, M. S. (2007). Teaching of English. Twenty First Century Publications.

Sahu, B. K. (2004). Teaching of English. Kalyani Publishers.

Shaik, M., & Gosh, R. N. (2005). Techniques of teaching English. Neelkamal Publications.

Sharma, P. (2011). Teaching of English: Skill and methods. Shipra Publications.

Web Resources

- British Council. (2023). Teaching English. <https://www.teachingenglish.org.uk/>
- IRIS Center. (2022). Language teaching strategies. <https://iris.peabody.vanderbilt.edu/module/dll/>
- National Center for Education Statistics. (2023). English language learners. <https://nces.ed.gov/programs/coe/indicator/cgc>
- NCERT. (2014-2023). Various educational resources. <https://www.ncert.nic.in>
- TESOL International Association. (2023). Resources for English language teaching. <https://www.tesol.org/>
- UNESCO. (2022). Global education monitoring report. <https://en.unesco.org/gem-report/>

PEDAGOGY OF TEACHING HINDI

Course Code: A5 (f)

Credit: 02

Hours: 60

Introduction

यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा और साहित्य की प्रकृति, शैक्षणिक योजना और मूल्यांकन में मजबूत ज्ञान आधार प्राप्त करने में सक्षम बनाएगा। यह समावेशी कक्षाओं में शिक्षण-अधिगम की तैयारी में स्वयं की सामग्री तैयार करने और पाठ योजना बनाने में सिद्धांत को व्यवहार में लागू करने में शिक्षार्थियों की मदद करेगा। यह पाठ्यक्रम शिक्षार्थियों को हिंदी के गहन पहलुओं की खोज करने और भारतीय एवं अंतर्राष्ट्रीय संदर्भों में भाषा शिक्षण के दृष्टिकोणों और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करता है। यह पाठ्यक्रम शिक्षार्थियों को विश्लेषणात्मक और अन्वेषणात्मक कौशल से भी सुसज्जित करता है तथा हिंदी भाषा शिक्षण, द्वितीय भाषा शिक्षणशास्त्र, भाषा अधिग्रहण, भाषा के बहुसांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों में आधार प्रदान करता है।

Learning Outcomes

पाठ्यक्रम के उद्देश्य – प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थियों इस योग्य होंगे कि –

- व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।
- मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
- इकाई नियोजन और पाठ योजना को प्रक्रिया में कुशल होंगे।
- हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।
- हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।
- हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
- भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुष्ठान का प्रयोग करेंगे।
- चिन्तन दैनन्दिनी और पोर्टफोलियो निर्माण की प्रविधि का उपयोग करेंगे।

इकाई 1: भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता ।

- 1.1 भाषा का प्रत्यय और उपयोगिता ।
- 1.2 बोली, विभाषा और मानक भाषा का प्रत्यय
- 1.3 शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।
- 1.4 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया ।
- 1.5 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।
- 1.6 मूलभूत भाषा कौशलों - श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई 2: पाठ्यवस्तु संवर्धन

- 2.1 हिन्दी साहित्य का सामान्य परिचय।
- 2.2 हिन्दी गद्य साहित्य की परम्परागत विधाएँ – कहानी, नाटक और महाकाव्य।
- 2.3 हिन्दी गद्य साहित्य की आधुनिक विधाएँ – उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।
- 2.4 हिन्दी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
- 2.5 माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई 3: भाषा अधिगम की प्रकृति और पाठ नियोजन

- 3.1 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- 3.2 इकाई नियोजन का प्रत्यय, इसका महत्व और निर्माणावधि।
- 3.3 पाठयोजना का परिचय, उपयोग और महत्व।
- 3.4 पाठयोजना के चरण और उनका क्रियान्वयन।
- 3.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।
- 3.6 विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- 3.7 पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई 4: हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- 4.1 माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
- 4.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- 4.3 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
- 4.4 पद्य शिक्षण को शब्दान्ध कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।
- 4.5 माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- 4.6 व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 5: भाषा अधिगम – शिक्षण में सहायक सामग्रियों का प्रयोग

- 5.1 शिक्षण उपकरणों का सन्दर्भ, महत्व और लाभ।
- 5.2 अधिगम – शिक्षण के दृश्य उपकरणों के प्रकार।
- 5.3 दृश्य उपकरणों – श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।
- 5.4 श्रव्य उपकरणों – कॉम्पाक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।
- 5.5 मुद्रित श्रव्य उपकरणों – अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
- 5.6 वैद्युद्विग्न उपकरणों – टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- 5.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई 6: भाषा अधिगम के मूल्यांकन की प्रविधि

- 6.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्व।
- 6.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- 6.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आसुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 6.4 कक्षागत पाठ्यसहगामी गतिविधियों – गीत, अभिनय, संवाद, क्रियाकलाप र नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 6.5 विद्यार्थियों के भाषा अधिगम का संवर्धित बनाना।

इकाई 7: चिन्तनशील साधक के रूप में शिक्षक रूप में शिक्षक

- 7.1 अनुवर्ती चिन्तन की आवश्यकता और महत्व।
- 7.2 चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

- 7.3 विद्यार्थियों को अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसंधान का प्रयोग
- 7.4 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।
- 7.5 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों को प्रतिक्रियाओं

प्रायोगिक कार्य --

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसंधान विवरण।
- हिन्दी शिक्षण को किन्हीं दो अधुनातन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतीकरण।

मूल्यांकन योजना -

मूल्यांकन बिन्दु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिति	सत्रान्त परीक्षा
प्रदेय अंक	10	10	05	05	70

सन्दर्भ पुस्तकें ---

हिन्दी शिक्षण : अभिनव आयाम, डॉ.श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशन्स, दरियागंज, नई दिल्ली 2020

हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, 2005

हिन्दी शिक्षण, डॉ.रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, 2005

हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, 2006

हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ 2002

हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, 2004

PEDAGOGY OF TEACHING TELUGU

Course Code: A5 (g)

Credit: 02

Hours: 60

Introduction

సాధారణంగా మనిషి జీవితంలో భాష చాలా ముఖ్యమైన పాత్ర పోషిస్తుంది. ఆలోచనలను వ్యక్తపరచడానికి, భావాలను పంచుకోవడానికి, సమాచారాన్ని ఇచ్చి పుచ్చుకోవడానికి భాష ఒక ప్రధానమైన సాధనం. ప్రతి వ్యక్తి తన మాతృభాషలో ఆలోచించడం, మాట్లాడటం సహజంగా జరుగుతుంది. అందుకే మాతృభాష అనేది ఒక వ్యక్తి యొక్క మొదటి భాష అవుతుంది. తెలుగు భాష అనేది దీర్ఘవిధ భాష కుటుంబానికి చెందిన పేరాచీన భాష. దీని సాహిత్య చరిత్ర సుమారు వెయ్యి సంవత్సరాల కాలం నుండి ఉంది. ఈ భాష సాహిత్యపరంగా, సాంస్కృతిక పరంగా చాలా సమృద్ధమైనది. అందుకే తెలుగు భాషను మన పిల్లలకు సరైన పద్ధతిలో బోధించడం చాలా అవసరం.

Learning Outcomes

పాఠ్యక్రమ యొక్క ఉద్దేశ్యాలు - ఈ పాఠ్యక్రమం ద్వారా విద్యార్థులు ఈ కింది సామర్థ్యాలను సాధించగలరు -

- విద్యార్థులు తెలుగు భాష యొక్క పేరాధమిక స్వభావం, నిర్మాణం మరియు ప్రయోజనాలను అర్థం చేసుకుని వివరించగలుగుతారు.
- సమర్థవంతమైన బోధన కోసం వివిధ బోధనా పద్ధతులను (గద్య, పద్య, వ్యాకరణ బోధన) గుర్తించి, సందర్భానుసారంగా ఉపయోగించగలుగుతారు.
- పాఠ్య ప్రణాళిక తయారీ, బోధనోపకరణాల వినియోగం మరియు తరగతి గది నిర్వహణలో ఆచరణాత్మక నైపుణ్యాలను పెంపొందించుకుంటారు.
- విద్యార్థుల భాషా నైపుణ్యాలను (శ్రవణం, భాషణం, పఠనం, లేఖనం) అంచనా వేసి, వాటిని మెరుగుపరచడానికి తగిన మూల్యాంకన పద్ధతులను అమలు చేయగలుగుతారు.
- ఆధునిక బోధనా సాధనాలు, డిజిటల్ వనరులు మరియు భాషా ప్రయోగశాల సౌకర్యాలను సమర్థవంతంగా వినియోగించుకొని నాణ్యమైన భాషా బోధనను అందించగలుగుతారు.

యూనిట్-1 : భాష నిర్వచనాలు స్వభావం ప్రయోజనాలు

- 1.1 మాతృభాష - నిర్వచనము, ప్రయోజనాలు
- 1.2 మౌఖిక భాష, సంజ్ఞా భాష నిర్వచనము
- 1.3 భాషా ప్రయోజనాలు - వ్యవహారిక భాష, గీరాంధిక భాష
- 1.4 భాష - ఉత్పత్తి
- 1.5 జాతీయ భాష - అంతర్జాతీయ భాష - పేరాంతీయ భాష
- 1.6 భాష కౌశలాలు - శ్రవణం, భాషణం, లేఖనం, పఠనం

యూనిట్-2: తెలుగు సాహిత్యము - గద్య బోధన పద్ధతులు

- 2.1 తెలుగు సాహిత్యము, ఆవిర్భావం, వికాసం
- 2.2 గద్య బోధన ఉద్దేశ్యాలు, గద్య భేదాలు - కథలు, నాటకములు, మహాకావ్యములు
- 2.3 గద్య బోధనలో ఆధునిక పోకడలు - ఉపన్యాసము, అభివర్ణన
- 2.4 తెలుగు వ్యాకరణము
- 2.5 మాధ్యమిక స్థాయిలో వ్యాకరణ అంశాలు

యూనిట్-3: బోధన పద్ధతులు - పాఠ్య పథకాలు

- 3.1 ఉన్నత దశలో తెలుగు భాష బోధన ఉద్దేశాలు మరియు లక్ష్యాలు
- 3.2 పాఠ్య విభాగ పథకం, ఉద్దేశం, నిర్మాణం
- 3.3 పాఠ్య పథకం - నిర్మాణం, ఉపయోగము, పేరాముఖ్యత
- 3.4 మాతృభాష బోధన లక్ష్యాలు - జ్ఞానరంగం, భావావేశరంగం, మానసిక చలనాత్మక రంగం
- 3.5 గద్య బోధన, పద్య, వ్యాకరణ, వ్యాస, పాఠ్య పథక నిర్మాణం - బోధన క్రమం

యూనిట్-4: బోధన పద్ధతులు

- 4.1 గద్య బోధనలో అనుసరించు బోధన పద్ధతులు, చర్చా పద్ధతి, ప్రవచన పద్ధతి, ఉపన్యాస పద్ధతి, ప్రశ్నోత్తర పద్ధతి, వివరణ పద్ధతి, ఉదాహరణ పద్ధతి, పఠన పద్ధతి - ఉద్దేశాలు, ప్రయోజనాలు
- 4.2 పద్య బోధన పద్ధతి - పూర్ణ పద్ధతి, ఖండ పద్ధతి, పఠన, ప్రశంసా పద్ధతి, ఉద్దేశాలు, ప్రయోజనాలు
- 4.3 వ్యాకరణ బోధన పద్ధతి - నిగమోపపత్తి, అనుమానోపపత్తి, అనుసంధాన, ప్రయోగ పద్ధతులు, ఉద్దేశ్యాలు, ప్రయోజనాలు
- 4.4 వ్యాస బోధన పద్ధతులు - అనుకరణ, అభివర్ణన, చర్చ, ప్రయత్న, ప్రకల్పనా, ప్రశంసా, ఆలోచనాత్మక పద్ధతులు, ఉద్దేశ్యాలు, ప్రయోజనాలు
- 4.5 ఉపవాచక బోధన పద్ధతులు - కథాకథన పద్ధతి, చర్చ, పఠన, ఉపన్యాస పద్ధతులు - ఉద్దేశ్యాలు, ప్రయోజనాలు

యూనిట్-5: బోధనోపకరణము, తయారీ, ఉపయోగము

- 5.1 బోధన ఉపకరణాల యొక్క ఉపయోగము మరియు పేరాముఖ్యత
- 5.2 దృశ్యోపకరణాలు, భాషాబోధనలో దృశ్యోపకరణాలు - చార్టులు, చిత్రపటాలు, ప్లాష్ కార్డులు, దృశ్యరూప చిత్రాలు - అవశ్యకత
- 5.3 ముద్రణ ఉపకరణాలు - పత్రికలు, వార్తాపత్రికలు, దినపత్రికలు
- 5.4 వైజ్ఞానిక ఉపకరణాలు - టి.వి, కంప్యూటర్
- 5.5 భాషా ప్రయోగశాల, విధులు

యూనిట్-6: మూల్యాంకనం భావన

- 6.1 మూల్యాంకనం భావన, ఉద్దేశ్యం, లక్షణాలు
- 6.2 సమగ్ర మూల్యాంకనం, నిరంతర మూల్యాంకనం, క్రమాను మూల్యాంకనం
- 6.3 మూల్యాంకన సాధనాలు - పాఠ్యవిషయక మూల్యాంకన సాధనాలు
- 6.4 యూనిట్ పరీక్షల తయారీ Blue Print తయారీ, విద్యా ఉపలబ్ధి నికష అభిలేఖ
- 6.5 లోప నివారణ బోధన - అభ్యసన లోప నివారణ చర్యలు

చేయవలసిన పనులు:

- ఆధునిక భాషా బోధన దాని యొక్క స్వభావమును వివరింపుము
- భాషా బోధనలో ఆధునిక ధోరణులు, వాటి ఉపయోగాలను సమీక్షించుము
- భాషా నైపుణ్యాలు, శ్రవణం, భాషణం, లేఖనం పెంపొందించుటలో మూల్యాంఖనం, ప్రయోజనాలు వివరింపుము

Resources:

- D.Ed.: Telugu Bodhana Paddhatulu (Methods of Teaching Telugu)
- Authors: Dr. Ravi Ranga Rao, Smt. P. Sasikala, Sri S.B.J.R. Chowdary, Smt. S.Srilakshmi Devi
- Editor: Sri Y. K. Brahmhanandam; First Edition: 2001
- Methods of Teaching Telugu - Dr. D. Sambhamurthy
- Methods of Teaching Telugu - Telugu Academy

AREA B: CROSS DISABILITY AND INCLUSION			
Course Code	Course Name	Credit	Hours
B1	Introduction to Disabilities	2	60
B2	Education of Students with Disabilities	2	60
B3	Equitable & Inclusive Education	2	60
B4	Life Skills across Life Span	2	60
B5	Supportive Skills for the Education of Children with Disabilities	2	60
B6	Skill-Based Optional Course (anyone)	2	60
	Total	12	720

B6: Skill-based Optional Course (ANYONE)

A	Guidance and Counseling
B	Positive Behaviour Supports
C	Early Childhood Care & Education
D	Community-Based Rehabilitation
E	Application of ICT in Classroom
F	Disability, SEDGs, and Gender
G	Applied Behaviour Analysis
H	Management of Learning Disability

INTRODUCTION TO DISABILITIES

Course Code: B1

Credit: 02

Hours: 60

Introduction

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

Learning Outcomes

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

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

Unit 1: Basics of disability

- 1.1 Exceptionality: Concept, Types, Strengths and Characteristics
- 1.2 Diversity, Difficulty, Delay & Disability in learners
- 1.3 Myths and realities about disabilities. 2e – Twice exceptionality
- 1.4 21 Specified disabilities in RPwD (2016) and their educational implications
- 1.5 International Classification of Functioning (ICF) framework of WHO; inaccessible environments as a source of barriers for learners with disabilities

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

- 2.1 Respect for difference and acceptance of persons with disabilities as part of human diversity
- 2.2 Benchmark disabilities & high support needs
- 2.3 Reasonable accommodations, equality and equity
- 2.4 Accessibility & barrier free environment for different disabilities
- 2.5 Effective participation and inclusion

Unit 3: Characteristics, incidence, prevalence, types, and needs of persons with:

- 3.1 Locomotor disabilities and Muscular Dystrophy
- 3.2 Cerebral Palsy and other neurological conditions
- 3.3 Blindness and Low vision
- 3.4 Hearing impairment
- 3.5 Speech and language disabilities

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

- 4.1 Intellectual disability
- 4.2 Autism Spectrum Disorder
- 4.3 Specific Learning Disabilities
- 4.4 Multiple disability and deaf blindness
- 4.5 Other disabilities included in the RPwD (2016)

Unit 5: Sensitivity while working with persons with disabilities

- 5.1 Use of respectable and 'person first' language and preserve identity
- 5.2 Avoid labeling except for certification purposes
- 5.3 Uphold abilities and not limitations
- 5.4 Understand Intersectionality of disability
- 5.5 Eliminate stereotypes

Course work / Practical / Field Engagement

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

Suggested Readings

- Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (2012). Children with disabilities. Paul H Brooks Publishing.
- Baker, J. A., & Blacher, J. (2018). Evidence-based practices in special education: A conceptual review and guide for practitioners. Brookes Publishing.
- Chavan, B. S., Ahmed, W., & Gupta, R. K. (2022). Comprehensive textbook on disability. New Delhi: JayPee Brothers Medical Publishers.
- Chauhan, N. K. (2023). Introduction to disabilities. Book Enclave.
- Darling, R. B., & Heckert, D. A. (2019). Disability and the life course: A comprehensive approach. Cambridge University Press.
- Dogbe, D. S. Q., & Yeboah, K. A. (2020). Introduction to special education and disability studies. LAMBERT Academic Publishing.
- Farrell, A. F. (2015). Educating special students: An introduction to provision for learners with disabilities and disorders. Sage Publications.
- Gabel, S., & Danforth, S. (2017). Disability and the politics of education: An international reader. Peter Lang Publishing.
- Hodkinson, A. (2019). Key issues in special educational needs, disability and inclusion. SAGE Publication Ltd.
- Johnstone, D. (2001). An introduction to disability. David Fulton Publisher.
- Khatri, N. (2023). Introduction to disability. Walnut Publication.

- Levine, M., & Oswald, D. P. (2016). Teaching students with disabilities: Critical issues and strategies. Oxford University Press.
- Martin, J. E., & Martin, R. (2016). An introduction to special education: Making a difference. Pearson.
- Mishra, P., Reddy, K. S., & Sridevi, K. (2021). Introduction to disabilities. Neelkamal Publications.
- Odom, S. L., Buysse, V., & Soukakou, E. (2017). Inclusion for young children with disabilities: A global perspective. Brookes Publishing.
- Ramaswamy, B. (2012). Introduction to disability basic concepts and issues. Kaniska Publication.
- Shakespeare, T. (2018). Disability: The basics. Routledge.
- Smith, J., & Sewell, A. (2020). Introduction to special educational needs, disability and inclusion: A student's guide. SAGE Publication Ltd.
- Turnbull, H. R., Turnbull, A., & Wehmeyer, M. L. (2020). Exceptional lives: Special education in today's schools. Pearson.
- Wearmouth, J. (2023). Special educational needs and disability. Routledge.
- Westwood, P. (2013). What teachers need to know about students with disabilities. ACER Press.
- Wong, B. Y. L., & Olson, D. R. (2019). Handbook of learning disabilities (2nd ed.). Guilford 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/s3e58aea67b01fa747687fo38dfdeo66f6/uploads/2023/11/202311292033291428.pdf>
- https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf

EDUCATION OF STUDENTS WITH DISABILITIES

Course Code: B2

Credit: 02

Hours: 60

Introduction

This course will enable the learners to gain knowledge about the developments in 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 studying this course the student- teachers will be able to

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

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

- 1.1 Paradigm shift in the disability (re)habilitation models & its impact on education of children with disabilities
- 1.2 Understanding the segregated special education, integrated education and inclusive education from the lens of policy provisions and recommendations of National Acts provisions, Education commissions, Disability and Education policies, and International frameworks
- 1.3 Technological advancements leading to changing perspectives towards education of children with disabilities
- 1.4 Research in neuroscience and Neuroplasticity contributing for early childhood education and intervention
- 1.5 Concept of 'high returns on early investment' facilitating early identification and intervention and education of children with disabilities

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

- 2.1 Initiatives by various Ministries in setting up of CDEIC and DIEC centers and training of Aganwadis for facilitating early identification and intervention for inclusive education
- 2.2 Setting up and supporting of special schools, centers, vocational education;

provisions of various Govt schemes

- 2.3 'Divyanjan' as SEDGs and their educational empowerment; provisions in NEP 2020 and National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023)
- 2.4 Training regular school teachers, norms for special educators, standards for teacher pupil ratio for inclusive education and accommodations for learning as directed by Supreme Court judgment (2021)
- 2.5 Reservation of seats under RTE (2009) Act and creating barrier free environment in schools and e-content guidelines, provisions of open schooling

Unit 3: Changing role of a special educator

- 3.1 Sensitizing community and Aganwadis for early identification and intervention, development of soft skills, attending skills and knowledge of ICT
- 3.2 Home visits and need based home training, informed choices, supporting for conducting surveys as mentioned in RPwD Act (2016)
- 3.3 Assisting families in availing facilities in schemes, concessions and preparation of UDID card and data management
- 3.4 Working with general school teachers for inclusive pedagogy and supporting basic skills for learning for children with different disabilities
- 3.5 Undertaking action research and attending continuous rehabilitation and professional development programs

Unit 4: Setting up of the special centres and curricular strategies in special schools

- 4.1 Early intervention (below 3 years) infrastructural requirements, cross disability curriculum, school readiness programs and transition planning
- 4.2 Foundational and preparatory (3 yrs to 11 yrs)infrastructural requirements and pedagogical practices
- 4.3 Middle school (11yrs to 14 years) and secondary (14 yrs to 18 years) infrastructural requirements and pedagogical practices, supporting career education of students with disabilities.
- 4.4 Pedagogical practices for high support needs, multiple disabilities and independent living skills
- 4.5 Maintaining school records and conducting parent meetings and programs for families

Unit 5: Sensitivity while working with persons with disabilities

- 5.1 Using technological tools and apps for easing and enhancing communication, reading, writing and computing
- 5.2 Blended and Web-Based educational service for distance learning for reaching the unreached
- 5.3 UDL (Universal designs for learning) frameworks
- 5.4 AI (Artificial intelligence) tools to surpass communication barriers, AI-powered assistive robots for assisting students with socio-emotional challenges; AI tools for collecting and preserving data for monitoring progress, fine-tuning teaching strategies, and identify potential learning roadblocks.
- 5.5 Education for life and career skills: Critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaborations and risk taking abilities

Course work / Practical / Field Engagement

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

Suggested Readings

- Anderson, A. (2019). Virtual reality, augmented reality and artificial intelligence in special education: A practical guide to supporting students with learning differences. Routledge.
- Butt, K. A. (2022). National higher education policy 2020: How to make it happen? Atlantic Publishers and Distributors.
- Chandra, S. (2023). Universal design for learning addressing the barriers. IP Innovative Publication.
- Chavan, B. S., Ahmad, W., & Gupta, R. K. (Eds.). (2022). Comprehensive textbook on disability. Jaypee Brothers Medical Publishers.
- Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2018). 21st century skills development through inquiry-based learning: From theory to practice. Springer Nature.
- Das, H., & Ramachandran, R. (Eds.). (2022). Challenges in transition: Autism spectrum disorder. NIEPMD.
- Friend, M. (2007). Special education: Contemporary perspectives for school professionals. Pearson.
- Gupta, N. (2017). Major issues & challenges in special education in India. Horizon Books.
- Lawrence, A. A. S., & Thiyagarajan, P. (2021). Nation building through skill development. Tamil Nadu Open University.
- Manna, M. S., Balusamy, B., Sharma, M., & Samuel, P. (2023). Blended learning and MOOCs-A new generation education system. Taylor & Francis Group.
- Mangal, S. K., & Mangal, S. (2019). Creating an inclusive school. PHI Learning.
- Narayan, J. (2005). Creating play environment for children with sensory impairment & additional disabilities.
- Nawale, A., Nivargi, M., Gangane, A., & Tiwari, S. (2018). An introduction to life skills. Macmillan Publishers.
- Polloway, E. A., Patton, J. R., Serna, L., & Bailey, J. W. (2012). Strategies for teaching learners with special needs. Pearson.
- Reddy, G. L. (2015). Role performance of special education teachers: Problems and prospects. Discovery Publishing.
- Sarkar, R., & Begum, M. (Eds.). (n.d.). Disability and inclusion: From rationale to reality. Adyayan Publishers & Distributors.
- Sharma, S. L., Ghuman, B. S., & Parkash, S. (Eds.). (2018). Higher education in India: The changing scenario. Rawat Publications.

- Sharma, Y. (2021). Inclusive education perspectives praxis and pedagogy. Pearson India.
- Singh, A., Viner, M., & Shaughnessy, M. F. (2022). Research anthology on inclusive practices for educators and administrators in special education. IGI Global.
- Singh, M. (2010). Education of children with special needs. Kanishka Publishers.
- Strorey, K., Bates, P., & Hunter, D. (2008). The road ahead: Transition to adult life for persons with disabilities. Training Resource Network.
- Tucker, C., & Novak, K. (2022). The shift to student-led: Reimagining classroom workflows with UDL and blended learning. Impress.
- Verma, P., Panshikar, A., & Gupta, Y. (Eds.). (2019). Be the difference: Equality & equity in education. SR Publishing House.

Web links

- 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_3088_7_Judgement_28-Oct-2021.pdf
- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
- <https://n20.ncert.org.in/pdf/publication/otherpublications/tiicsnups101.pdf>
- <https://ncert.nic.in/accessibility.php>
- <https://ncert.nic.in/pdf/CWSN-FAQs.pdf>
- <https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>
- <https://niepid.nic.in/Educating%20Children%20With%20Learning%20Problems.pdf>
- <https://unesdoc.unesco.org/ark:/48223/pf0000186611>
- <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%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/infocus_slider/NCF-School-Education-Pre-Draft.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_o.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.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>

EQUITABLE AND INCLUSIVE EDUCATION

Course Code: B3

Credit: 02

Hours: 60

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 recognizes ways in which different stakeholders can collaborate for the success of inclusive education.

Learning Outcomes

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

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

Unit 1: Introduction to Inclusive Education & Policy Perspectives

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

Unit 2: Adaptations, Reasonable Accommodations & Planning

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

Unit 3: Inclusive Academic Instructions

- 3.1 Universal Design & Addressing Diversity: Meaning, Key Principles
- 3.2 Universal Design for Learning: Understanding Principles and Application to Classrooms
- 3.3 Inclusive Classroom Environment

- 3.4 Differential Instructions & Peer Mediated Instructions (Peer Tutoring, Peer Assisted Learning)
- 3.5 Engaging Gifted Children: Cooperative Teaching Models

Unit 4: Supports and Collaborations for Inclusive Education

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

Unit 5: Positive Behaviour Supports

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

Course work / Practical / Field Engagement

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

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful inclusion for educational leaders. 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. Kogan.
- Deiner, P. L. (1993). Resource for teaching children with diverse abilities. Harcourt Brace and Company.
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- Giuliani, G. A., & Pierangelo, R. (2007). *Understanding, developing and writing IEPs*. Corwin Press.
- Gore, M. C. (2004). *Successful inclusion strategies for secondary and middle school teachers*. Corwin Press.
- Hegarty, S., & Alur, M. (2002). *Education of children with special needs: From segregation to inclusion*. Corwin Press.
- Karant, P., & Rozario, J. (2003). *Learning disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More inclusion strategies that work*. Corwin Press.
- King-Sears, M. (1994). *Curriculum-based assessment in special education*. Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching special students in the mainstream* (4th ed.). Pearson.
- McCormick, S. (1999). *Instructing students who have literacy problems* (3rd ed.). Pearson.
- Rayner, S. (2007). *Managing special and inclusive education*. Sage Publications.
- Ryandak, D. L., & Alper, S. (1996). *Curriculum content for students with moderate and severe disabilities in inclusive settings*. Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional methods for students with learning and behavior problems*. Allyn and Bacon.
- Stow, L., & Selfe, L. (1989). *Understanding children with special needs*. Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D. L. (1995). *Exceptional lives: Special education in today's schools* (2nd ed.). Prentice-Hall.
- Vlachou, D. A. (1997). *Struggles for inclusive education: An ethnographic study*. Open University Press.
- Westwood, P. (2006). *Commonsense methods for children with special educational needs: Strategies for the regular classroom* (4th ed.). Routledge Falmer.

LIFE SKILLS ACROSS LIFE SPAN

Course Code: B4

Credit: 02

Hours: 60

Introduction

Teaching life skills is essential for fostering independence, social integration, employability, and overall well-being throughout the lifespan of individuals with disabilities. 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 studying this course the student- teachers will be able to

- Critically evaluate the necessity and relevance of appropriate life skills development.
- Make individualized adaptations to teach skills to diverse learners.
- Plan for transitions at various life stages.
- Understand and implement strategies to promote Socio- Emotional Learning (SEL) and other critical life skills in individuals with disabilities.
- Explain the collaborative approaches in life skill education

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 Socio-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, nonverbal, 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

Unit 5: Collaborative Approaches in Life Skills Education

- 5.1 Interdisciplinary collaboration
- 5.2 Family-professional partnerships
- 5.3 Community engagement for life skills
- 5.4 Peer-mediated instruction
- 5.5 Real-life education through life skills: innovations and best practices in special education

Course work / Practical / Field Engagement

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

Suggested modes of Transaction

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

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

Suggested modes of Assessment

- Evaluation of worksheets and TLMs to teach essential life skills.
- Evaluation of 3 lesson plans to teach life skills to individuals less than 10 years of age.
- Evaluation of 3 lesson plans to teach life skills to individuals over 10 years of age.

Suggested 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). 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.
- 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.
- Rani, K. N., Mohanraj, J., Indira, B., & Lakshmi, B. S. (2012). Step by step: Learning language and life skills. Pearson Education India.
- Ramaswamy, B., Pushpa, R. S., & Gururaj, M. B. (2018). Skill development in India (Prabhat Prakashan): Sone ka Nevla: A treasure trove of stories by Sudha Murty. Prabhat Prakashan.
- 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.
- Zins, J. E. (Ed.). (2004). Building academic success on social and emotional learning: What does the research say? Teachers College Press.

Online links

Life Skills Curriculum in India and research (<https://dreamadream.org/life-skills-curriculum/> & <https://dreamadream.org/financialtype/research-papers/>)

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.

Portals

- 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/>
- https://www.ugc.gov.in/pdfnews/4874522_Draft-Curriculum-for-Life-Skill-Jeevan-Kaushal.pdf

SUPPORTIVE SKILLS FOR EDUCATION OF CHILDREN WITH DISABILITIES

Course Code: B5

Credit: 02

Hours: 60

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 studying this course the student- teachers will be able to

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

Unit 1: Welcoming and safe school environment

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

Unit 2: Basics of ISL, Tactile signs & Speech reading for students with HI or deaf blindness or other disabilities

- 2.1 Finger spelling and signing basic vocabulary of names, numbers, colours, days, months and question forms
- 2.2 Signing class essentials such as home work, attendance, transport, family members, school subjects and school activities
- 2.3 Signing essential communications for curricular and cross curricular activities
- 2.4 Manual alphabets for tactile signs; hand shapes, positions and movement of hands
- 2.5 Speech/lip reading skills and oral transliteration for educational settings

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

- 3.1 Pre-Braille skills for the development of tactile sense
- 3.2 Introduction to Braille alphabets in English, Hindi and Braille of regional languages. Numerals, numbers and signs and symbols of basic operation in Braille

- 3.3 Colour contrasts and large print for low vision. Use of tactile shapes for denoting various objects for school environment
- 3.4 Orientation and mobility instructions and pre cane skills and protective techniques
- 3.5 Use of Multimedia books, screen readers and magnifiers

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

- 4.1 Communication cards, & displays, gupshup books, text to speech and speech to text
- 4.2 Use of adapted reading and writing instruments and appropriate positioning for students with CP
- 4.3 Use of structured, visual strategies, for creating sensory friendly and predictable environment for ASD
- 4.4 Using interests and motivation, self-stimulatory behavior and echolalia to promote learning
- 4.5 Using AACs to foster communication and learning in students with CP and ASD

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

- 5.1 Support in academics – Literacy and numeracy skills for students with SLD and ID. Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups for reading
- 5.2 Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numeracy
- 5.3 Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps
- 5.4 Self-help skills - adaptations in the gadgets used to suit the need of the students
- 5.5 Adaptations of tools and instruments, for safety of students with ID in work stations.

Course work / Practical / Field Engagement

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

Suggested Readings

Advances in Information Communication Technology and Computing: Proceedings of AICTC 2022. (2023). Springer Nature Singapore.

Aggarwal, K. (2002). Handbook for parents of children with disabilities. Planning Commission, Government of India.

Asmita, H. (2006). Language and communication. Kanishka Publication.

Bouck, E. C. (2015). Assistive technology. SAGE Publications.

Children with visual impairments: A parents' guide. (2006). Woodbine House.

- Dash, M. (2000). *Education in India: Problems and perspectives*. Atlantic Publishers and Distributors.
- Dickinson, C., Hernandez Trillo, A., & Crossland, M. (2022). *Low vision - E-Book: Principles and management*. Elsevier Health Sciences.
- Gargiulo, R. M., & Kilgo, J. L. (2018). *An introduction to young children with special needs: Birth through age eight*. SAGE Publications.
- Goldman, L. (2017). *Whole-school approaches to supporting children's grief, loss, and trauma*. Jessica Kingsley Publishers.
- Gordon-Gould, P., & Hornby, G. (2023). *Inclusive education at the crossroads: Exploring special needs provision in global contexts*. Routledge.
- Hornby, G., & Greaves, D. (2022). *Essential evidence-based teaching strategies: Ensuring optimal academic achievement for students*. Springer.
- Hornby, G., & Kauffman, J. M. (Eds.). (2021). *Special and inclusive education: Perspectives, challenges and prospects*. MDPI.
- Indian Sign Language Class I. (2021). *Haryana Welfare Society for Persons with Speech and Hearing Impairment*.
- Manoj Kumar, M. V. (Ed.). (2023). *Computer assistive technologies for physically and cognitively challenged users*. Bentham Science Publishers.
- Mathew, A. (n.d.). *Learning disabilities and remediation*. Neelkamal Publications.
- Mishra, P., Reddy, K. S., & Sridevi, K. (2021). *Introduction to disabilities*. Neelkamal Publishers.
- NIMH. (2003). *Educating children with learning problems in primary schools*. NIMH.
- Paul, R., & Norbury, C. (2012). *Language disorders from infancy through adolescence - E-Book*. Elsevier Health Sciences.
- Rose, R. (2005). *Becoming a primary higher level teaching assistant*. Learning Matters.
- Rose, R., & Byers, R. (2005). *Planning the curriculum for pupils with special educational needs: A practical guide*. David Fulton Publishers.
- Sebba, J., Byers, R., & Rose, R. (1993). *Redefining the whole curriculum for pupils with learning difficulties*. David Fulton Publishers.
- Sense International India. (2017). *Handbook on deafblindness*. Ahmedabad, India.
- Sutherland, E., & Barnes Macfarlane, L. A. (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.
- Tomkins, W. (2012). *Indian Sign Language*. Dover Publications.
- Warrick, A., & Kaul, S. (2002). *Everyone is talking: Making communication displays*. IICP.
- Warrick, A., & Kaul, S. (2002). *Everyone is talking: Using communication displays*. IICP.
- World Health Organization. (2010). *Community-based rehabilitation (CBR) guidelines*. World Health Organization.

Web-Based Resources:

- Center for Deafblindness. (n.d.). Guidelines on best practices for persons living with deafblindness.
https://www.cbm.org/fileadmin/user_upload/Publications/Guidelines_on_best_practice_for_persons_living_with_deafblindness_EN.pdf
- Department of School Education and Literacy. (n.d.). Standard operating procedures for WASH. https://dsel.education.gov.in/sites/default/files/update/SOP_WASH.pdf
- Institute of Education Sciences. (2017). Foundational reading practices. https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf
- NIEPID. (n.d.). Learning disabilities. <https://niepid.nic.in/LEARNING%20DISABILITIES.pdf>
- NIEPMD. (n.d.). Book on deafblindness. https://niepmd.tn.nic.in/documents/Book_on_Deafblindness_040820.pdf
- UNICEF India. (n.d.). Making schools accessible. <https://www.unicef.org/india/media/1191/file/Making-Schools-Accessible.pdf>
- U.S. American Psychological Association. (n.d.). Disability resources and assessment. <https://www.apa.org/pi/disability/resources/assessment-disabilities>

GUIDANCE AND COUNSELING

Course Code: B6 (A)

Credit: 02

Hours: 60

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 studying this course the student- teachers will be able to

- Describe the concept and meaning of Counseling and Guidance.
- Apply the skills of guidance and counseling in classroom situations and with families of the students.
- Describe the process of development of self-image and self-esteem.
- Discuss the types of counseling and guidance in special school and inclusive settings.
- Narrate the importance and scope of family counseling

Unit 1: Introduction to Guidance and Counseling

- 1.1 Guidance and Counseling: Definition and Aims
- 1.2 Areas of Guidance and Counseling
- 1.3 Core conditions in counseling
- 1.4 Skills and competencies of a Counselor
- 1.5 Role of the teacher in guiding and counseling students with special educational needs

Unit 2: Applying Guidance and Counseling skills

- 2.1 Differentiating counseling and guidance
- 2.2 Ethics in counseling – e.g. Confidentiality, anonymity, respect, empathy
- 2.3 Counselor as a good listener
- 2.4 Guiding the students and their families on specific issues e.g., family issues, concerns on academic performance, special educational needs
- 2.5 Counseling on specific issues e.g. Career counseling, family issues that emotionally affect the students such as separation/death of dear ones, other traumatic conditions

Unit 3: Enhancing Self Image and Self Esteem

- 3.1 Concept of Self as a human being
- 3.2 Understanding emotions, feelings and changes
- 3.3 Growth to autonomy
- 3.4 Personality development – role of the counselor
- 3.5 Role of teacher in developing in children, self-esteem and respecting feelings of others

Unit 4: Guidance and Counseling in Inclusive Education

- 4.1 Current status with reference to Indian schools
- 4.2 Types of Counseling: non directional, Child-centered, supportive, family members
- 4.3 Guidance in Formal and Informal situations: Within and outside classroom, vocational guidance
- 4.4 Group guidance: Group leadership styles and group processes
- 4.5 Challenges in group guidance

Unit 5: Family counseling of students with special educational needs

- 5.1 Importance of establishing rapport with the family members
- 5.2 Addressing family as a unit with focus on the student with special educational need
- 5.3 Counseling siblings and other extended family members
- 5.4 Connecting home and school – collaboration with school teachers and family
- 5.5 Record maintenance of guidance and counseling interventions

Course work / Practical / Field Engagement

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

Suggested Readings

- IGNOU. (n.d.). Counselling and guidance study material.
<https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf>
- McGraw-Hill Education. (n.d.). Counselling and guidance.
<https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india>
- 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>
- Naik, P. S. (2013). Counselling skills for educationists. Soujanya Books.
- National Institute for Empowerment of Persons with Intellectual Disabilities. (n.d.). Psychological protocol. https://www.niepid.nic.in/Protocol_Psy.pdf
- Nayak, A. K. (1997). Guidance and counselling. APH Publishing.
- Rao, V. K., & Reddy, R. S. (2003). Academic environment: Advice, counsel and activities. Soujanya Books.
- Shah, A. (2008). Basics in guidance and counselling. Global Vision Publishing House.
- Sharma, V. K. (2022). Administration and training of educational and vocational guidance. Soujanya Books.

POSITIVE BEHAVIOUR SUPPORTS

Course Code: B6 (B)

Credit: 02

Hours: 60

Introduction

Aligned with the principles of inclusive education, Positive Behaviour Supports foster a positive atmosphere in which all individuals feel supported, valued and encouraged. A crucial aspect of effective special education, PBS helps us understand and address behaviours that may otherwise seem challenging and also promote an inclusive environment where students with disabilities are actively engaged and included in all aspects of school life. This thereby facilitates the learning, growth and development along with the overall well-being of all individuals including those with disabilities.

Learning Outcomes

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

- Develop an understanding of the underlying principles and assumptions of positive behaviour support
- Use various measures of behavioural assessment.
- Integrate techniques and methods of positive support in teaching and learning environments.
- Select suitable strategies for managing challenging behaviours

Unit 1: Understanding Behaviour

- 1.1 Behaviour – Definition, features
- 1.2 Understanding behaviours – 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: Promoting Positive Support

- 2.1 Functional Analysis of Behaviour
- 2.2 Differentiating between shutdowns, meltdowns and tantrums
- 2.3 Understanding focused interests and motivations
- 2.4 Importance and benefits of self-stimulatory behaviours
- 2.5 Understanding sensory processing

Unit 3: Positive Strategies for Behaviour Support

- 3.1 Proactive, Active and reactive strategies
- 3.2 Using interests to promote positive behaviours
- 3.3 Using structure and visual strategies to promote positive behaviour
- 3.4 Providing choices, agency and control
- 3.5 Teaching emotional regulation

Unit 4: Key Elements

- 4.1 Fostering safe and positive relationships
- 4.2 Fair and predictable consequences
- 4.3 Differentiated instructions
- 4.4 Significance of environmental modifications
- 4.5 Creating sensory-friendly, predictable environments

Unit 5: Developing Behaviour Support Plans

- 5.1 Understanding individual behaviour
- 5.2 Limitations and negative impact of the use of aversive and punishment procedures
- 5.3 Data-driven decision making
- 5.4 Collaboration and teamwork
- 5.5 Writing Individualized Positive Behaviour Support Plan

Transaction

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

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

Course work / Practical / Field Engagement

- Observation and functional analysis of the behaviour
- Development of an individualized PBS plan in different settings: educational, home, public places

Suggested Readings

- Bambara, L. M., & Kern, L. (2005). Individualized supports for students with problem behaviors: Designing positive behavior plans. Guilford Press.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). Applied behavior analysis (3rd ed.). Pearson.
- Dunlap, G., & Fox, L. (2011). Positive behavior support: A multisystemic approach to understanding and intervening with challenging behaviors. Brookes Publishing.
- Grandin, T., & Panek, R. (2013). The autistic brain: Helping different kinds of minds succeed. Houghton Mifflin Harcourt.
- Greene, R. W. (2014). The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children. Harper Paperbacks.

- Kauffman, J. M., & Hallahan, D. P. (2020). *Handbook of special education*. Routledge.
- Mesibov, G. B., & Shea, V. (2010). The TEACCH program in the era of evidence-based practice. *Journal of Autism and Developmental Disorders*, 40(5), 570-579.
- Miller, L. J. (2014). *Sensational kids: Hope and help for children with sensory processing disorder*. Perigee Books.
- O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (2014). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Brookes Publishing.
- Powell, S., & Jordan, R. (2018). *Autism and behavior support*. Jessica Kingsley Publishers.

EARLY CHILDHOOD CARE AND EDUCATION

Course Code: B6 (C)

Credit: 02

Hours: 60

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 studying this course the student- teachers will be able to

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

Unit 1: The Early Years: An Overview

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

Unit 2: Early Childhood Education & Intervention

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

Unit 3: Requirements and provisions for Inclusive ECE

- 3.1 Service Delivery systems for ECCE and EI : ICDS under Ministry of Women & Child development, DECIC under MoH and CDEIC under DEPwD of MSJ&E
- 3.2 The ecosystem model for inclusive ECCE: Provisions at individual (child and family outcomes) micro system (Peer and teacher interactions), meso system (curriculum and professional team approach) , 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)

Unit 4: Inclusive Pedagogical practices

- 4.1 Integrating Theories of Development into pedagogical practices
- 4.2 Types and Stages of play – Symbolic play and its importance for the children with Disabilities
- 4.3 UDL based activities in ECCE
- 4.4 Developing Creativity, critical thinking, language, communication, Literacy, Numeracy through Activity Based Learning
- 4.5 Developing musical, aesthetic, scientific & cultural Skills in young children

Unit 5: School Readiness and Transitions

- 5.1 Children's readiness for school and school readiness for children
- 5.2 Indicators of school readiness
- 5.3 NIPUN Bharat's Goals and competencies for school readiness
- 5.4 Transitioning from Home to inclusive ECCE
- 5.5 Transitioning from inclusive ECCE to inclusive schools

Transaction

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

- Lectures and discussions
- Hands-on experiential demonstrations
- Workshops and seminars
- Presentations and projects

Course work / Practical / Field Engagement

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

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). Early childhood education: An introduction (4th ed.). Prentice Hall.
- Broman, B. C. (1978). The early years in childhood education. Rand McNally College Publishing Company.
- Catron, C. E., & Allen, J. (1993). Early childhood curriculum. MacMillan Publishing Company.
- Costello, P. M. (2000). Thinking skills & early childhood education. David Fulton Publishers.
- Dahlberg, G., Moss, P., & Pence, A. (2007). Beyond quality in early childhood care and education (2nd ed.). Routledge.
- Desparabhu, S. (2019). Early childhood special education – An introduction. Kanishka Publishers, Distributors.
- Dunn, S. G., & Dunn, K. (1992). Teaching elementary students through their individual learning styles: Practical approaches for grades 3-6. Allyn & Bacon.
- 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. Academic Press.
- Mohanty, J., & Mohanty, B. (1999). Early childhood care and education. Offset Printers.
- Mohite, P., & Prochner, L. (2008). Early childhood care and education. Concept Publishing Company.
- National Council of Educational Research and Training. (2022). National curricular framework for foundational stage. NCERT, DOSEL, Ministry of Education.
- Sen Gupta, M. (2009). Early childhood care and education. PHI Learning Private Limited.
- Venkatacharya, P., Reddy, K. S., & Shridevi, K. (2018). Early childhood care and education. Neelkamal Publications Private Limited.

Web references

- https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf
- https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03_022014%20%282%29_1.pdf
- https://ncert.nic.in/dee/pdf/smooth_successful.pdf
- https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- <https://www.right-to-education.org/issue-page/early-childhood-care-and-education>
- https://itpd.ncert.gov.in/pluginfile.php/1541285/mod_resource/content/1/1_7_eng_ecce_in_india.pdf

COMMUNITY-BASED REHABILITATION

Course Code: B6 (D)

Credit: 02

Hours: 60

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 mobilizing the resources from the community and its utilization 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 studying this course the student- teachers will be able to

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

Unit 1: Introduction to Community Based Rehabilitation (CBR)

- 1.1 Concept and Definition of CBR
- 1.2 Principles of CBR
- 1.3 Difference between CBR and Institutional Living
- 1.4 Socio-cultural and Economic Contexts of CBR
- 1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

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

Unit 3: Preparing Persons with Disability for CBR

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

Unit 4: Inclusive Community Development

- 4.1 Community, Disability and Development
- 4.2 Mapping of resources in the community
- 4.3 Advocacy and collaboration with government departments
- 4.4 Identifying needs of families and developing IFSP
- 4.5 Disability and poverty

Unit 5: Mobilizing Community for inclusion of persons with disabilities

- 5.1 Promoting OPD and their roles in CBR
- 5.2 Promoting Sibling Groups
- 5.3 Inclusion of PwDs in SHG
- 5.4 Inclusion of PwDs in Panchayat-Raj
- 5.5 Participatory approach of CBR

Transaction

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

Course work / Practical / 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

Suggested Readings

- Loveday, M. (2006). The HELP guide for community based rehabilitation workers: A training manual. Global-HELP Publications.
- McConkey, R., & O'Tool, B. (Eds.). (n.d.). Innovations in developing countries for people with disabilities. P.H. Brookes.
- Neufelt, A., & 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, Government of India.
- Scheme of assistance to organizations for disabled persons. (n.d.). Ministry of Social Welfare, Government of India.
- World Health Organization. (1982). Community based rehabilitation: Report of a WHO international consultation, Colombo, Sri Lanka, 28 June-3 July (WHO/RHB/IR/82.1).
- World Health Organization. (1984). Rehabilitation for all. World Health Magazine.

APPLICATION OF ICT IN EDUCATION

Course Code: B6 (E)

Credit: 02

Hours: 60

Introduction

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

Learning Outcomes

After studying this course the student- teachers 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
- 1.5 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: Visualizing 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 Organizing virtual classroom and virtual meetings
- 3.4 Organizing Teleconferencing and Video-Conferencing
- 3.5 Assessment Strategies and Scope of ICT

Unit 4: ICT Ecosystem for Inclusive Education

- 4.1 Creating ICT Ecosystem in the school for inclusive education– hardware, software
- 4.2 Use of OERs; Free and Open Source Software (FOSS)
- 4.3 Assistive Technologies and ICT for planning and classroom management
- 4.4 MOOCs, e groups, e-forums, etc (National level Initiatives)
- 4.5 E-Classroom: Concept, and Required Adaptations for Students with Disabilities

Unit 5: Policy, Legal & Ethical Concerns

- 5.1 Security Threats and Measures; Cyber privacy and Netiquette
- 5.2 National Level initiatives for promotion of E-learning
- 5.3 Ethical Practices; Cyber laws and Child Safety
- 5.4 International and National Policy concerns on Use of ICT in education
- 5.5 Overview of WCAG (Web Content Access Guidelines)

Course work / Practical / Field Engagement

- 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
- Prepare a PPT by inserting photos and videos on a topic of your choice
- Create your email account as well as design a blog
- Enroll and complete MOOC courses in Swayam Portal
- Analyze OERs on National Platform, write the features and characteristics of these OERs

Suggested Readings

Abbot, C. (2001). ICT: Changing education. Routledge Falmer.

Centre for Educational Media and Communication in Asia. (2016). Resource book on ICT integrated teacher education. The Commonwealth Educational Media Centre for Asia (CEMCA).

Florian, L., & Hegarty, J. (2004). ICT and special educational needs: A tool for inclusion. Open University Press.

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.

United Nations Educational, Scientific and Cultural Organization. (2023). UNESCO's ICT competency framework for teachers. UNESCO.

DISABILITY, SEDGs, AND GENDER

Course Code: B6 (F)

Credit: 02

Hours: 60

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

Unit 2: Gender Identity and disability

- 2.1 Gender and socialization practices - gender and sex, stigma and discrimination, gender roles and responsibilities, socialization of boys, girls and transgender in family and society
- 2.2 Disability and socialization practices- gendered disability, stigma and discrimination, violence, individuals with disability and their roles and responsibilities, socialization of boys, girls and transgender with disability in family and society
- 2.3 Legal safe guards for girls and transgender with and without disability- Constitutional provisions, PWDV Act 2005, POCSO-2012, JJ Act 2015, RTE (amendment) Act 2012 and, RPwD Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Criminal Law (Amendment) Act, 2013 & 2018
- 2.4 Gendered experience of students with disability- Residential and non-residential schools, classrooms and beyond, curriculum, learning activities, textbooks, assessment, equity and social role valorization, implications for teaching and learning in different learning centres
- 2.5 Educational initiatives and teachers' role: Policy, schemes and programmes, gender inclusion fund, measures for empowerment of girls, women and transgender with disability on enhancing quality of their socio-economic conditions, education, health (including sexual, reproductive and mental health), employment, and 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, Special Education Zones, residential schooling, alternative forms of schooling, scholarships and other incentive schemes

- 4.4 Local governance and collaboration: understanding the local governance, resource identification and resource mobilization, collaboration with local organizations and community
- 4.5 Teachers' role in promoting equality and inclusion- understanding the geographical conditions and learning needs of children, adjustment of learning spaces, adaptation and accommodation in scheduling of learning activities and timings, adaptation in curriculum, teaching-learning, assessment, harnessing technology

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

- 5.1 Disability and poverty: Occurrence of disability, discrimination and vulnerability, other interacting factors like family interaction, child rearing, nutrition, social and physical well-being, employment
- 5.2 Disability in migrant community, refugees, construction workers- CwDs in migrating families, ambiguous sense of belongingness, lack of housing and inaccessible living arrangements, experiences of simultaneous discrimination, health and social relations, sense of helplessness
- 5.3 Children with disability in chronic distress and at risk conditions- CwDs of chronically ill parent(s), sex-workers, single parents, prisoners, CwDs in juvenile/observation homes, CwDs engaged in substance abused, CwDs living in vulnerable situations, orphans with disabilities, child beggars, destitute CwDs, victims with disabilities of or CwDs of victims of trafficking, victims with disabilities of disasters, social conflicts, war and other human actions
- 5.4 Educational initiatives: Policy, schemes and programmes, short-term mitigating interventions and long term sustainable interventions, educational opportunities in mobile schools, schools on wheel/tents, porta-cabin schools, learning in shelter homes, services of counselors, social workers and volunteers as in NEP 2020
- 5.5 Teachers' role in promoting equality and inclusion- learning opportunities in difficult situations, curricula alignment, designing of portable learning aids, package programming and digital education, developing information and community support mechanism, working with family in distress, identifying and use of strengths within at risk community, resourcefulness and service provision in crisis situation, inter and intra linkages in community and bridging the gap between the school and community

Transaction

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

Course work / Practical / Field Engagement

- Design activity- log to establish a Gender Justice Club or Disability Support Circle in

school.

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

Suggested Readings

Alber, B., & Hurst, R. (2004). Disability and a human rights approach to development. Disability Knowledge and Research. <https://www.disabilitykar.net>

Department of Gender Studies, National Council of Educational Research and Training. (2021). Inclusion of transgender children in school education: Concerns and roadmap.

Department of School Education and Literacy. (2020). National Education Policy-2020. Ministry of Human Resource Development (Now Ministry of Education).

Ghosh, M. (2015). Disability and women: A note on the tribal aboriginals in Darjeeling Hills. International Journal of Scientific Research, 4(4). <https://doi.org/10.36106/ijsr>

Gobinda, C. P. (2010). Dalits with disabilities: The neglected dimension of social exclusion. Working Paper Series, Indian Institute of Dalit Studies.

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.

Meekosha, H. (2004). Gender and disability. Sage Encyclopedia of Disability.

National Council of Educational Research and Training. (2006). Position paper-National Focus Group on gender issues in education.

National Council of Educational Research and Training. (2013). Training material for teacher educators on gender equality and empowerment.

National Council of Educational Research and Training. (2017). Minority education-Policies, programmes and schemes-Frequently asked questions.

National Council of Educational Research and Training. (2017). Modules for enhancement of quality education-Issues, challenges and concerns of Scheduled Castes (A training package).

National Council of Educational Research and Training. (2020). Inclusion in education-A manual for school management committee.

National Council of Educational Research and Training. (2021). Educational rights of children with special needs-Frequently asked questions.

- O'Brien, J., & Forde, C. (2008). Tackling gender inequality, raising pupil achievement. Dunedin Academic Press.
- 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.
- Samuels, E. (2014). *Fantasies of identification: Disability, gender, race*. NYU Press.
- Scheduled Caste and Scheduled Tribe Research and Training Institution. (n.d.). Study on cost disability in TSP areas of Chhattisgarh, Jharkhand and Odisha.
- Smith, B. G., & Hutchison, B. (2013). *Gendering disability*. Rutgers University Press.
- Treas, J., & Drobnic, S. (2010). *Dividing the domestic: Men, women, and household work in cross-national perspective*. Stanford University Press.

Legal Documents (Retrieved from respective websites):

- The Criminal Law (Amendment) Act, 2018
- The Criminal Law Amendment Act, 2013
- The Juvenile Justice (Care and Protection of Children) Act, 2015
- The Protection of Children from Sexual Offences Act, 2012
- The Protection of Women from Domestic Violence Act, 2005
- The Right of Children to Free and Compulsory Education Amendment Act, 2012
- The Rights of Persons with Disabilities Act, 2016
- The Transgender Persons (Protection of Rights) Act, 2019

APPLIED BEHAVIOUR ANALYSIS

Course Code: B6 (G)

Credit: 02

Hours: 60

Introduction

Applied Behaviour Analysis (ABA) is a scientifically validated approach to understanding and changing human behavior. This comprehensive course is designed to equip student-teachers with advanced knowledge and practical skills in behavioral modification strategies, particularly within educational settings. By integrating theoretical foundations with practical applications, students will develop a nuanced understanding of how behavioral principles can be effectively implemented to support learning and developmental goals.

Learning Outcomes

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

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

Unit 1: Foundational Principles of Applied Behaviour Analysis

- 1.1 Conceptual Introduction to ABA
- 1.2 Historical Development of Behavioral Approaches
- 1.3 Theoretical Foundations: Classical and Operant Conditioning
- 1.4 Behavior Definition and Characteristics
- 1.5 Ethical Considerations in Behavioral Intervention

Unit 2: Behavioral Assessment and Measurement

- 2.1 Functional Behavioral Assessment (FBA)
- 2.2 Behavioral Recording Systems
- 2.3 Data Collection Methods
- 2.4 Quantitative and Qualitative Behavior Analysis
- 2.5 Case Study Interpretation

Unit 3: Reinforcement Strategies and Intervention Techniques

- 3.1 Types of Reinforcement & Reinforcement Schedules
- 3.2 Discrete Trial Teaching
- 3.3 Prompting Strategies
- 3.4 Token Economy Systems
- 3.5 Group Behavioral Management Techniques

Unit 4: Challenging Behavior Management

- 4.1 Differential Reinforcement Strategies
- 4.2 Extinction Procedures
- 4.3 Time-Out and Response Cost Techniques
- 4.4 Overcorrection Strategies
- 4.5 Behavior Maintenance and Generalization

Unit 5: Advanced Applications and Professional Practice

- 5.1 ABA in Special Education
- 5.2 Individualized Behavior Intervention Planning
- 5.3 Collaborative Behavioral Support
- 5.4 Technology and ABA
- 5.5 Professional Ethics and Reflective Practice

Transaction

The course adopts an integrative approach, combining:

- Theoretical lectures
- Case study analyses
- Practical demonstration
- Micro-teaching experiences
- Collaborative learning opportunities

Course work / Practical / Field Engagement

- Systematic observation of individual's behavior using structured protocol and detailed documentation
- Comprehensive functional behavior assessment to identify behavioral patterns, triggers, and underlying motivations
- Development of targeted ABA intervention program with specific goals, techniques, and measurement strategies
- Preparation of detailed case report documenting findings, intervention design, implementation process, and ethical considerations

Suggested Readings

- Aune, B., Burt, B., & Gennaro, P. (2013). Behaviour solutions for the inclusive classroom. Future Horizons Inc.
- Bailey, J., & Burch, M. (2011). Ethics for behaviour analysts. Routledge.
- Cooper, J. O., Heward, W. L., & Timothy, E. H. (2007). Applied behaviour analysis. Pearson Publications.
- Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2013). Handbook of applied behaviour analysis. Guilford Press.

Kearney, A. J. (2007). Understanding applied behaviour analysis: An introduction to ABA for parents, teachers and other professionals. Jessica Kingsley Publishers.

Lewis, P. (2006). Achieving best behaviour for children with developmental disabilities. Jessica Kingsley Publishers.

Moyes, R. A. (2002). Addressing the challenging behaviour of children with HFA/AS in the classroom. Jessica Kingsley Publishers.

Additional References:

Leaf, R., & McEachin, J. (2008). Behavioral intervention for young children with autism: A manual for parents and professionals. Pro-Ed.

Malott, R. W., & Trojan, E. A. (2013). Principles of behavior (7th ed.). Pearson.

Martin, G., & Pear, J. (2015). Behavior modification: What it is and how to do it (10th ed.). Routledge.

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., & Sprague, J. R. (2015). Functional assessment and program development for problem behavior: A practical handbook (3rd ed.). Cengage Learning.

MANAGEMENT OF LEARNING DISABILITY

Course Code: B6 (H)

Credit: 02

Hours: 60

Introduction

Learning disability management is a critical area in special education, focusing on understanding, assessing, and supporting students with diverse learning needs. This comprehensive course provides student-teachers with in-depth knowledge, practical skills, and innovative strategies to effectively support learners with learning disabilities.

Learning Outcomes

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

- Comprehensively understand learning disabilities' conceptual framework
- Identify and assess various types of learning disabilities
- Develop sophisticated assessment and intervention strategies
- Design personalized educational approaches
- Implement inclusive educational practices

Unit 1: Foundational Understanding of Learning Disabilities

- 1.1 Conceptual Framework of Learning Disabilities
- 1.2 Neurological and Developmental Perspectives
- 1.3 Etiological Factors and Causative Mechanisms
- 1.4 Psychological and Social Implications
- 1.5 Interdisciplinary Approaches to Understanding Learning Disabilities

Unit 2: Typology and Characteristics of Learning Disabilities

- 2.1 Dyslexia: Characteristics and Manifestations
- 2.2 Dysgraphia: Writing and Motor Skill Challenges
- 2.3 Dyscalculia: Mathematical Learning Difficulties
- 2.4 Dyspraxia: Developmental Coordination Disorders
- 2.5 Associated Neurological and Psychological Conditions: Social, Emotional, and Behavioral Dimensions

Unit 3: Assessment and Diagnostic Strategies

- 3.1 Comprehensive Assessment Protocols
- 3.2 Standardized Assessment Tools (BSSL, DTL, DTR, GLAD, NIMHANS-Battery, LDDI)
- 3.3 Teacher-Made Assessment Techniques & Diagnostic Test Development
- 3.4 Psychological and Educational Assessment
- 3.5 Test Report Writing and Interpretation: Ethical Considerations in Assessment

Unit 4: Intervention and Supportive Strategies

- 4.1 Language Skill Development
 - Reading Intervention Techniques
 - Spelling Improvement Strategies
 - Writing Skill Enhancement

- 4.2 Mathematical Skill Remediation
- 4.3 Study Skill Development
- 4.4 Assistive Technologies, Cognitive and Metacognitive Intervention Approaches
- 4.5 Individualized Educational Planning

Unit 5: Evaluation, Provisions, and Inclusive Practices

- 5.1 Modified Evaluation Techniques & Objective Assessment Strategies
- 5.2 Oral and Descriptive Evaluation Methods
- 5.3 Examination Relaxations and Concessions & Professional Ethics and Advocacy
- 5.4 Coordination with Educational Boards (SSC, CBSE, ICSE)
- 5.5 Inclusive Classroom Management

Transaction

The course adopts an integrative approach, combining:

- Activity-based learning
- Experiential exposure
- Collaborative methods
- Simulations and role-playing
- Field-based experiences

Course work / Practical / Field Engagement

- Prepare of checklist for screening LD
- Develop teacher made assessment test in any one curricular area for a given child
- Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

Suggested Readings

- Abrams, D. M. (2020). Learning disabilities in the 21st century: An integrative approach. Routledge.
- Baca, L. M., & Cervantes, H. T. (2004). The bilingual special education interface (4th ed.). Pearson.
- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: Creating a successful partnership for students with special needs. Merrill Prentice Hall.
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. Guilford Press.
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult dyslexia: A guide for the workplace. John Wiley & Sons.
- Gribben, M. (2012). The study skills toolkit for students with dyslexia. SAGE Publications.

- Karanth, P., & Rozario, J. (2003). *Learning disabilities in India: Willing the mind to learn*. SAGE Publications.
- Kormos, J., & Smith, A. M. (2012). *Teaching students with specific learning difficulties in the mainstream classroom*. Routledge.
- Lyon, G. R., Fletcher, J. M., & Barnes, M. C. (2003). *Learning disabilities*. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (2nd ed., pp. 520-586). Guilford Press.
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- Myklebust, H. (1983). *Progress in learning disabilities*. Grune & Stratton.
- Norwich, B. (2013). *Addressing tensions and dilemmas in inclusive education: Living with uncertainty*. Routledge.
- Prakash, P. (2008). *Education of exceptional children: Challenges and strategies*. Kanishka Publishers.
- Reddy, G. L., & Ramar, R. (2000). *Education of children with special needs*. Discovery Publishing House.
- Reid, K. (1988). *Teaching the learning disabled*. Allyn and Bacon.
- Shula, C. (2000). *Understanding children with language problems*. Cambridge University Press.
- Snowling, M. J., & Hulme, C. (Eds.). (2005). *The science of reading: A handbook*. Blackwell Publishing.
- Thapa, K. (2008). *Perspectives on learning disabilities in India: Current practices and prospects*. SAGE Publications.
- Trusdell, M. L., & Horowitz, I. W. (2002). *Understanding learning disabilities: A parent guide and workbook* (3rd rev. ed.). York Press.
- Wong, B., & Butler, D. L. (2012). *Learning about learning disabilities* (4th ed.). Elsevier Academic Press.

AREA C: DISABILITY SPECIALIZATION COURSES			
Course Code	Course Name	Credit	Hours
C1	Identification, Assessment and Needs (ASD)	2	60
C2	Curriculum Development, Adaptation and Evaluation (ASD)	2	60
C3	Intervention & Teaching Strategies (ASD)	2	60
C4	Digital Technology in Education (ASD)	2	60
C5	Psycho-Social and Family Issues (ASD)	2	60
	Total	10	300

IDENTIFICATION, ASSESSMENT AND NEEDS (ASD)

Course Code: C1

Credit: 02

Hours: 60

Introduction

Screening, assessment and identification of needs in individuals with autism are crucial processes that play a significant role in understanding the strengths, challenges, and unique characteristics of each person. Early and accurate need assessment allows for timely and targeted interventions that promote developmental progress. This course provides an introduction to the conditions on the autism spectrum and related disorders, focusing on their nature and needs. It also familiarizes the student with tools and tests for identification and differential assessment used for screening and diagnosing children for Autism.

Learning Outcomes

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

- Critically understanding the concept, history and theoretical perspectives of ASD
- Demonstrate an understanding and appreciation of the culture of the autism spectrum
- Understand the other conditions related to ASD
- Demonstrate the use of various assessment procedures
- Demonstrate a critical understanding of Intersectionality with ASD

Unit 1: Introduction to Autism Spectrum Disorders (ASD)

- 1.1 Autism Spectrum Disorder: Concept, Definition, Etiology, prevalence and incidence
- 1.2 Historical perspective and the shift to Neurodiversity
- 1.3 Characteristics as per the latest version of DSM and ICD
- 1.4 Educational and employment avenues for individuals with ASD
- 1.5 Certification, legal support and schemes for persons with ASD

Unit 2: Characteristics of Autism Spectrum Disorders (ASD)

- 2.1 Understanding ASD as per the ICF paradigm
- 2.2 Understanding ASD as per the Neurodiversity paradigm
- 2.3 Understanding learning styles and principles of teaching (spectrum condition, uneven skill profile, context-based teaching, concept-based teaching and rote learning; concrete learning; literal learning, generalization training)
- 2.4 Understanding theoretical perspective from a neurodivergent perspective: Theory of Mind, Central Coherence Theory, Executive Function Theory, Double Empathy Problem
- 2.5 Understanding theoretical perspective from a neurodivergent perspective: Polyvagal Theory, Monotropism, Sensory Perception Theory

Unit 3: Related Conditions

- 3.1 Motor and sensory conditions.

- 3.2 Developmental conditions (ID, LD, Hyperlexia, Semantic Pragmatic Disorder, Non-Verbal Learning Disability)
- 3.3 Neurological conditions (Seizures, ADHD, Tourette's).
- 3.4 Physical health (Autoimmune, gut-related conditions).
- 3.5 Mental health (Depression, Anxiety, OCD, Masking and Camouflaging).

Unit 4: Identification and Assessment of Needs of Individuals across Autism Spectrum Disorders

- 4.1 Screening, diagnosis, assessment, evaluations - Concept and definition
- 4.2 Screening tools: Indian, international and cultural adaptations of observation-based and parent-report measures: Modified Checklist for Autism in Toddlers (MCHAT-R/F)
- 4.3 Diagnostic assessments: Criteria: (DSM 5, ICD 11, and ICF) and Tools:
 - Indian observation-based/parent report measures: Indian Scale for Assessment of Autism (ISAA), AIIMS-Modified INCLIN Diagnostic Tool for Autism Spectrum Disorder (AIIMS Modified INDT-ASD)
 - International/cultural adaptations of observation-based/parent report measures: Childhood Autism Rating Scale 2nd edition (CARS-2), Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), Autism Diagnostic Interview-Revised (ADI-R)
 - International/cultural adaptations of self-report measures: The Ritvo Autism Asperger Diagnostic Scale-Revised (RAADS-R), Social Responsiveness Scale, Second Edition (SRS-2); ICF checklist
- 4.4 Areas of Assessments:
 - Developmental: (Infant-Toddler Checklist, Child Developmental Screening)
 - Psychological: (WISC, MISIC, Binet-Kamath, Raven's Progressive Matrices, Seguin
 - Form Board)
 - Adaptive and Functional: (Vineland Adaptive Behaviour Scales—Second Edition (VABS-2); Verbal Behaviour Milestones Assessment and Placement Program (VB- MAPP)
 - Educational: Psycho-Educational Profile (PEP-R); Adolescents and Adults Psycho- Educational Profile (A-PEP), Curricular based assessment, Functional Assessment Checklists for Programming (FACP); EACCID Assessment of Basic Language and Learning Skills (ABLLS), BASIC-MR, and BASAL-MR
- 4.5 Areas of Adolescence and Adult Assessments:
 - Vocational and Work: (TEACCH Transition Assessment Profile-Second Edition (TTAP- 2), the Assessment of Functional Living Skills (AFLS)
 - Independent Living: The Assessment of Functional Living Skills (AFLS)

Unit 5: Critical Aspects of Assessment

- 5.1 Autism assessment from a gender perspective
- 5.2 Autism assessment across age (adolescence and adulthood) and abilities
- 5.3 Understanding and enhancing Quality of Life
- 5.4 Differential diagnosis (ADHD, ID, social anxiety)
- 5.5 Role of medication and alternative therapies

Transaction

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

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

Course work / Practical / Field Engagement

- Administration of screening and assessment tools on children across different ages and levels
- Development of a detailed profile for children with ASD
- Presentations on embracing difference and diversity
- Develop a plan to share a diagnosis of autism with an autistic person and his family
- Develop a presentation for community, school teachers and other audiences to talk about autism
- Develop a plan for an autistic person to be involved in self-advocacy

Suggested Readings

- Achenbach, T. M., & Rescorla, L. A. (2001). Child Behaviour Checklist (CBCL). ASEBA. <https://aseba.org/wp-content/uploads/2019/02/schoolagecbcl.pdf>
- Alkazi, R. (1999). The National Trust for Welfare of Persons with Autism, CP, MR & Multiple Disabilities: Training Module.
- Arya, S., Rao, L. G., Jayaram, M., & Deshpande, S. N. (2009). Indian Scale for Assessment of Autism (ISAA). National Institute for the Mentally Handicapped.
- Attwood, T. (2008). The complete guide to Asperger Syndrome. Jessica Kingsley.
- Barua, M., & Daley, T. (2008). Autism Spectrum Disorders. Aahan Publications. [http://www.autism-india.org/docs/Advocacy Attachments Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf](http://www.autism-india.org/docs/Advocacy%20Attachments%20Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf)
- Constantino, J. N., & Gruber, C. P. (2012). Social Responsiveness Scale, Second Edition (SRS-2). Western Psychological Services.
- Doll, E. A. (1935). Vineland Social Maturity Scale (VSMS).
- Doyle, B. T., & Doyle, E. (2004). Autism Spectrum Disorders - From A To Z - Assessment, Diagnosis and More. Future Horizons Incorporated.
- Dunn, W. (2014). Sensory Profile 2. Pearson.
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- Glasberg, B. A. (2016). *Functional Behaviour Assessment For People With Autism - Making Sense Of Seemingly Senseless Behaviour*. Woodbine House.
- Grandin, T., & Panek, R. (2013). *The autistic brain: Thinking across the spectrum*. Houghton Mifflin Harcourt.
- Gulati, S., Kaushik, J. S., Chakrabarty, B., Saini, L., Sapra, S., Arora, N. K., Pandey, R. M., Sagar, R., Paul, V. K., & Sharma, S. AIIMS-Modified INCLEN Diagnostic Tool for Autism Spectrum Disorder (AIIMS Modified INDT-ASD). <http://pedneuroaiims.org/Tools-Combined.pdf>
- Jeyachandaran, P., & Vimala, V. (2000). *Madras Developmental Programming System*. Vijay Human Services.
- Jordon, R., Roberts, J. M., & Hume, K. (Eds.). (2019). *The SAGE Handbook of Autism and Education*. SAGE Publications.
- Lord, C., Rutter, M., DiLavore, P. C., Risi, S., Gotham, K., Bishop, S. L., Luyster, R. J., & Guthrie, W. (2012). *Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)*. Western Psychological Services.
- Mesibov, G., Thomas, J. B., Chapman, S. M., & Schopler, E. (2007). *TEACCH Transition Assessment Profile-Second Edition (TTAP-2)*. Pro-Ed.
- Myreddi, V., & Narayan, J. (2004). *Functional Assessment Checklist for Programming*. NIMH.
- Narayan, J. (2008). *Grade Level Assessment Device for Children with Learning Problems in Regular Schools*. NIMH.
- Ozonoff, S. (2018). *Assessment of Autism Spectrum Disorder (2nd ed.)*. Guilford Publications.
- Partington, J. W. (2006). *Assessment of Basic Language and Learning Skills, Revised (ABLLS-R)*. Behavior Analysts.
- Partington, J. W., & Mueller, M. M. (2012). *The Assessment of Functional Living Skills (AFLS)*. Behavior Analysts.
- Paul, C., & Jyothi, P. (Eds.). (2022). *Talking Fingers*. Orange Books Publications.
- Peshawaria, R., & Venkatesan, S. (1992). *Behavioural Assessment Scales for Indian Children with Mental Retardation*.
- Rao, S., & Narayan, J. (2000). *Aarambh, School readiness package*. NIMH.
- Ritvo, R. A., Ritvo, E. R., Guthrie, D., Yuwiler, A., Mishaly, D., & Tuchman, R. F. (2011). The Ritvo Autism Asperger Diagnostic Scale-Revised (RAADS-R): A scale to assist the diagnosis of autism spectrum disorder in adults: An international validation study. *Journal of Autism and Developmental Disorders*, 41(9), 1076-1089.
- Robins, D., Fein, D., & Barton, M. (2009). *Modified Checklist for Autism in Toddlers, Revised with follow up (M-CHAT R/F)*. <https://mchatscreen.com/mchat-rf/>
- Rutter, M., LeCouteur, A., & Lord, C. (2003). *Autism Diagnostic Interview-Revised (ADI-R)*. Western Psychological Services.

- Salvia, J., Ysseldyke, J. E., & Bolt, S. (2007). *Assessment in Special and Inclusive Education*. Houghton Mifflin Company.
- Sapra, S., Seth, R., & Gulati, S. (2013). *Prayas - Dedicated To Children With Autism*.
- Schopler, E., Bourgondien, M. E. V., Wellman, G. J., & Love, S. R. (2010). *Childhood Autism Rating Scale (2nd ed.) (CARS-2)*. Western Psychological Services.
- Schopler, E., Lansing, M., Reichler, R., & Marcus, L. (2005). *The Psychoeducational Profile (3rd ed.) (PEP-3)*. Pro-Ed.
- Shapiro, E. S., & Kratochwill, T. R. (2000). *Conducting school-based assessments of child and adolescent behavior*. Guilford Press.
- Shore, S. M. (2006). *Understanding autism for dummies*. Wiley.
- Sparrow, S. S., Cicchetti, D. V., & Balla, D. A. (2006). *Vineland Adaptive Behaviour Scales (2nd ed.) (VABS-2)*. AGS Publishing.
- Sundberg, M. L. (2008). *VB-MAPP Verbal Behaviour Milestones Assessment and Placement Program: A Language and Social Skills Assessment Program for Children with Autism Or Other Developmental Disabilities (VB-MAPP): Guide*. AVB Press.
- Wetherby, A., & Prizant, B. (2002). *The Infant Toddler Checklist from the Communication and Symbolic Behaviour Scales*. Brookes Publishing.
<https://psychology-tools.com/test/infant-toddler-checklist>
- World Health Organization. (2001). *International Classification of Functioning, Disability and Health (ICF)*. WHO Publishing.
- World Health Organization. (2003). *ICF Checklist. Version 2.1a, Clinician Form for International Classification of Functioning, Disability and Health*.
<https://www.who.int/classifications/icf/training/icfchecklist.pdf>
- World Health Organization. (2019). *International statistical classification of diseases and related health problems (11th ed.)*. <https://icd.who.int/>

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION (ASD)

Course Code: C2

Credit: 02

Hours: 60

Introduction

This paper will enable learners to understand the approaches to curriculum development, its types and processes. The course is designed to help the learners acquire knowledge and skills to adapt curriculum and select evaluative methods to suit the needs of children with ASD in different educational settings.

Learning Outcomes

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

- Understand and apply the concepts of curriculum designing, adaptation and evaluation
- Apply the principles of universal design of learning in adaptation of curriculum for individuals with ASD
- Develop and adapt IEPs based on the assessment and the curricular domain to meet the specific learning needs of individuals with ASD
- Develop a curriculum and adapt an existing curriculum to meet the learning needs of individuals with ASD
- Develop a curriculum and adapt an existing curriculum to teach academic and life skills to individuals with ASD

Unit 1: Definition and Approaches to Curriculum Development

- 1.1 Concept, meaning, and principles of curriculum development
- 1.2 Types of curriculums: core, support, collateral, hidden and co-curriculum
- 1.3 Approaches to curriculum development - developmental, functional, ecological, eclectic, school-based
- 1.4 Approaches to curriculum transaction – person-centred, activity-centred, holistic
- 1.5 Role of special educator in curriculum development for students with diverse learning needs

Unit 2: Curriculum Adaptation and Evaluation for Individuals across Autism Spectrum

- 2.1 Evaluation of curriculum based on recent developments and trends
- 2.2 Curriculum designing based on the individual profile - Individualized Educational Programme (IEP) and Individualized Family Support Programme (IFSP)
- 2.3 Curricular adaptation to meet needs in different settings – home-based settings, special schools, inclusive schools; vocational and work settings, in-person, online, and blended learning
- 2.4 Role of technology in curriculum development
- 2.5 Considerations during curriculum development (lifespan approach, context-based learning, Neurodiversity affirming, strength and interest focus)

Unit 3: Curriculum Development and Teaching

- 3.1 Community and learners need assessment
- 3.2 Aims, goals and objectives
- 3.3 Selection and preparation of teaching methods and material
 - Microteaching
 - Scaffolding
 - T-L aids
- 3.4 Implementation, recording and evaluations
- 3.5 Adapting the hidden curriculum for individuals with autism (e.g. awareness of expected but not explicit rules, processes and procedures, social hierarchies and protocols)

Unit 4: Curricular Focus for Individuals across the Autism Spectrum

- 4.1 Attending skills and pre-academics, functional academics and academics
- 4.2 Language and communication (verbal, non-verbal and AAC)
- 4.3 Play, leisure and recreation
- 4.4 Vocational, skill development and employment
- 4.5 Preparing for transitions (across age and environments)

Unit 5: Curricular Focus on Life Skills for Individuals across the Autism Spectrum

- 5.1 Perspective-taking and executive functioning
- 5.2 Social interactions (interpersonal skills and conflict resolution), and emotional regulation (identification, expression and stress management)
- 5.3 Self-care, personal hygiene, privacy and sexuality, and independent living
- 5.4 Community participation and engagement
- 5.5 Leadership and self-advocacy

Transaction

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

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

Course work / Practical / Field Engagement

- Development of curriculum for selected children with autism using a suitable approach
- Adaptation of existing curriculum for children with ASD in inclusive schools for selected grades and subjects

- Development of curriculum for children with ASD in special schools for specific learning needs
- Adaptation of existing teaching aids for specific content areas
- Development of new teaching aids for specific lesson plans

Suggested Readings

- Anderson, S. R., Jablonski, A. L., Thomeer, M. L., & Knapp, V. M. (2007). Self-help skills for people with autism: A systematic teaching approach. Woodbine House.
- Baine, D. (2017). Developing community-referenced curricula for marginalized communities. Vector International.
- Conelly, F. M., & He, F. (2008). Handbook of curriculum and instruction. Sage Publications.
- Freeman, S. K., & Dake, L. (1997). Teach me language: A language manual for children with autism, Asperger's syndrome and related developmental disorders. SKF Books.
- Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular framework for cross disability early intervention and school readiness: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India.
- Johnson-Martin, N., Hacker, B. J., & Attermeier, S. M. (2004). The Carolina curriculum for preschoolers with special needs. Paul H. Brookes.
- Myles, B. S., Trautman, M. L., & Schelvan, R. L. (2004). The hidden curriculum: Practical solutions for understanding unstated rules in social situations. AAPI.
- Narayan, J., Kutty, A. T. T., et al. (2003). Educating children with learning problems in primary schools. NIMH.
- National Research Council, Commission on Behavioural and Social Sciences & Education, Committee on Early Childhood Pedagogy. (2001). Eager to learn: Educating our preschoolers.
- NCERT. (2020). Guidelines for development of e-content for children with disabilities. Ministry of Education, Government of India.
- NIMH Video Films. (2002). Help them learn, make it easy. NIMH.
- Sennott, S., & Loman, S. (2015). Comprehensive individualized curriculum and instructional design: Curriculum and instruction for students with developmental disabilities/autism spectrum disorders. Portland State University Library. <https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualized-curriculum-and-instructional-design-curriculum-and-instruction-for-students-with-developmental-disabilities-autism-spectrum-disorders>
- Simpson, R. L., & Myles, B. S. (2008). Educating children and youth with autism: Strategies for effective practice (2nd ed.). Pro-Ed.
- Wyse, D., Hayward, L., & Pandya, J. (2015). Handbook of curriculum, pedagogy and assessment. Sage Publications.
- Zager, D., & Wehmeyer, M. L. (2019). Teaching adolescents and young adults with autism spectrum disorder: Curriculum planning and strategies. Routledge.

INTERVENTION AND TEACHING STRATEGIES (ASD)

Course Code: C3

Credit: 02

Hours: 60

Introduction

This course provides a multidimensional perspective on teaching approaches currently being used for children with ASD. It prepares the learners to select a teaching approach and use it with methods and strategies relevant to the learning needs of children with ASD.

Learning Outcomes

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

- Demonstrate an understanding and use of appropriate teaching strategies and development of teaching-learning material
- Understand and apply environmental accommodations to meet the learning needs of autistic individuals in different settings
- Critically review and apply strategies for enhancement of learning in children with ASD.
- Use visual strategies and positive behaviour supports to teach and shape appropriate behaviours
- Plan the teaching programme by selecting appropriate teaching strategies in individual, small group and large-group teaching

Unit 1: Early Intervention

- 1.1 Concept and meaning of learning characteristics and types of learners (visual learners, auditory learners, tactile, kinesthetic learners)
- 1.2 Stages of learning: Acquisition, maintenance, fluency and generalization
- 1.3 Principles of teaching (concrete, iconic, representational, symbolic), teaching methods (multisensory, play way, Montessori, project-based)
- 1.4 Teaching strategies (environmental structure, reinforcement, task analysis, prompting, fading, shaping chaining,)
- 1.5 Evaluation (continuous and comprehensive evaluation, progress monitoring and documentation)

Unit 2: Teaching Strategies across Different Settings for Individuals with Autism

- 2.1 Universal design for learning (UDL) and differentiated instruction (DI)
- 2.2 Teaching process and procedures in home-based teaching programmes
- 2.3 Teaching strategies for educational and vocational setups: individual, small group and large groups
- 2.4 Classroom management (team teaching, shadow teaching, peer engagement and cooperative learning)
- 2.5 Peer-mediated programs and teaching strategies to foster participation in educational setups and community

Unit 3: Visual Teaching Strategies for Individuals across the Autism Spectrum

- 3.1 Using structure and visual supports – introduction, principles, needs and importance
- 3.2 Teaching curricular and co-curricular activities in educational setups using visual strategies
- 3.3 Creating reasonable accommodations in vocational and work settings using structure and visual supports
- 3.4 Using visual strategies in home-based learning and self-care
- 3.5 Use of Social Stories, and Comic Strips to facilitate transitions and emotional regulation

Unit 4: Essential Interventions for Individuals across the Autism Spectrum

- 4.1 Sensory and occupational therapy for autistic individuals
- 4.2 Speech-language therapy and Assistive and Augmentative Communication (AACs)
- 4.3 Positive behaviour support
- 4.4 Fostering independence in public spaces (restaurants, movies, shopping, public transport)
- 4.5 Special considerations for age (adolescents and adults) and genders

Unit 5: Other Approaches to Teaching Methods and Strategies for Individuals with Autism

- 5.1 Developmental approaches [(Learning Experiences and Alternate Program for Preschoolers and their Parents (LEAP), Early Start Denver Model (ESDM), The Joint Attention, Symbolic Play, Engagement & Regulation (JASPER), Floor time)]
- 5.2 Behavioural approaches [(Applied Behaviour Analysis (ABA), Verbal Behaviour Analysis (VBA), Cognitive Behaviour Therapy (CBT)]
- 5.3 Parent professional collaborations and parent empowerment programs
- 5.4 Social skill training e.g. PEERS
- 5.5 Consideration for learning and teaching methods in ASD (e.g. stages of learning, individual and group teaching)

Transaction

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

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

Course work / Practical / Field Engagement

- Develop lesson plans for selected skill learning using structure and visual supports across different settings
- Develop social stories for teaching selected behaviours in inclusive classrooms
- Develop a plan to make autism-friendly environments
 - Mainstream school classroom
 - Vocational setup
 - Workplace
 - Home

Suggested Readings

- Barua, M., & Daley, T. (2008). *Autism Spectrum Disorders*. New Delhi: Aahan Publications.
- Benigno, V., Capuano, N., & Mangione, G. R. (2015). A web-based knowledge hub for special and inclusive education. *International Journal of Emerging Technologies in Learning (iJET)*, 10(7), 5–13.
- Bondy, A., & Frost, L. (2012). *A Picture's Worth: PECS and Other Visual Communication Strategies in Autism*. Bethesda, MD: Woodbine House.
- Freeman, S. K. (2007). *The Complete Guide to Autism Treatments: A Parent's Handbook: Make Sure Your Child Gets What Works!* United States: SKF Books.
- Frost, L. A., & Bondy, A. S. (2002). *The Picture Exchange Communication System Training Manual*. Cherry Hill, NJ: Pyramid Educational Consultants, Inc.
- Gray, C. (2016). *The New Social Story Book, Revised and Expanded 15th Anniversary Edition*. United States: Future Horizons.
- Hadwin, J. A., Howlin, P., & Baron-Cohen, S. (2015). *Teaching Children with Autism to Mind-Read: The Workbook*. United Kingdom: Wiley.
- Kranowitz, C. S. (2016). *The Out-Of-Sync Child Grows Up. Coping with Sensory Processing Disorder in the Adolescent and Young Adult Years*. Tarcher Perige.
- Mesibov, G. B., Shea, V., & Schopler, E. (2010). *The TEACCH Approach To Autism Spectrum Disorders*. New York: Springer.
- National Council of Educational Research and Training. (2019). *Including Children with Autism in Primary Classrooms: A Teachers Handbook*. Delhi, NCERT.
- Prater, M. A. (2016). *Teaching students with high Incidence Disabilities: Strategies for Diverse Classroom*. New York: Sage Publication.
- Rose, R. (n.d.). *Confronting obstacles to inclusion: International responses to developing inclusive education*. London, UK: Routledge.
- Sarva Shiksha Abhiyan. (2013). *Module on Training of Resource Teachers for Autism Spectrum Disorders*. SSA.
- 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.
- Sutherland, R., Robertson, S., & John, P. (2008). *Improving Classroom Learning with ICT*. New York: Routledge.

Online Resources:

- <https://blog.stageslearning.com/blog/10-tips-for-teaching-young-children-with-autismspectrum-disorder>
- <https://files.eric.ed.gov/fulltext/ED491496.pdf>
- <https://wac.colostate.edu/resources/teaching/guides/ld/>.

DIGITAL TECHNOLOGY IN EDUCATION (ASD)

Course Code: C4

Credit: 02

Hours: 60

Introduction

Many individuals with autism, even those who use spoken language, benefit from the use of assistive devices and assistive technology. This course provides an orientation to various assistive interventions and technology to enable learners to integrate essential interventions.

Learning Outcomes

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

- Explain the role of technology in the education of individuals with ASD
- Demonstrate competency in the selection of appropriate technological support for teaching the diverse learning needs of the individual
- Use ICT for assessment, curricular planning, progress monitoring and recordkeeping
- Demonstrate ability to develop lessons in different curricular domains using ICT
- Critically understand the recent trends, developments and the impact of technology-based teaching and planning

Unit 1: Educational Technology

- 1.1 Educational technology – definition, meaning, scope and current trends
- 1.2 Use of technology and multimedia in teaching learning environment
- 1.3 Assistive technology - hardware and software in supporting students with developmental disabilities
- 1.4 Advantages and limitations in the use of technology
- 1.5 Enabling optimum support through technology including self-regulation

Unit 2: Using ICT in Teaching

- 2.1 Assistive Technology (AT): concept and definition; Assistive Devices (AD)
- 2.2 AT categories: low-tech devices, mid-tech devices, high-tech devices
- 2.3 Computer-assisted and computer-managed instructions, cybernetics, e-learning, use of search engines and the role of artificial intelligence
- 2.4 Application of technology in lesson planning, TLMs, implementation of lessons, report writing and evaluation procedures
- 2.5 Blended learning to meet the learner's needs

Unit 3: Need Assessment and Planning for AT with Individuals across the Autism Spectrum

- 3.1 Planning and preparation: Training in AT for use to select goals and technology
- 3.2 Assessment of environmental support
- 3.3 Speech, language and communication: Indian and international tools and apps
- 3.4 AT for academic learning and evaluation (e.g., reading, writing & mathematics – talking books, recorder, optical character recognition, speech recognition systems, alternative writing surfaces, pencil grips, podcasts, proofreading software, talking calculators, electronic math worksheets, fluidity software)

- 3.5 Use of technology in vocational and work skills
AT for adaptive and functional skills

Unit 4: Artificial Intelligence in Teaching

- 4.1 Introduction to Artificial Intelligence in Education & History of AI in Education
- 4.2 AI Literacy; Nature of AI; Connections between AI and Education & Role of AI in the digital transformation of education
- 4.3 Using AI in education
- Personalized Learning Adaptive Systems
 - Assistive Communication Technologies
 - Cognitive Skills Development
 - Sensory and Behavioral Support
 - Teacher Professional Development
- 4.4 Research Trends of AI in Education
- 4.5 AI competences for teachers

Unit 5: Application & Issues in using Technology

- 5.1 Consideration for the selection of programs and tools
- 5.2 Using technology to evaluate academic progress (e.g., Google form for exams, creating PPTs instead of Viva etc)
AT to provide positive behaviour support (e.g., visual schedules, social stories; use of social media, electronic musical instruments)
- 5.3 Application of Technology in Instruction – Individual, small group and large group
AT for teaching executive functioning skills (e.g., organizers, sticky notes, highlighter pens, or highlighter tape, graphic organizers, digital organizers, calendars)
- 5.4 AT for self-learning, recreation and transitions & AT to address motor, sensory and other concerns
Parent and family involvement in the use of technology
- 5.5 Cyber safety, cyber bullying and use of social media
Evaluation of the impact of technology: social, ethical and human

Transaction

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

- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources

Course work / Practical / Field Engagement

- Assessment for selection of suitable Assistive Technology for a given child with ASD
- Develop a low-tech assistive device for communication
- Plan an educational unit that integrates the usage of AT

Suggested Readings

- Berkowitz, S. (2018). Make the connection: A practical guide to parents and practitioners for teaching the nonverbal child to communicate - with AAC. Herding Cats Press.
- Beukelman, D. R. (2020). Augmentative & alternative communication: Supporting children and adults with complex communication needs. Brookes Publishing.
- Bondy, A., & Frost, L. (2012). A picture's worth: PECS and other visual communication strategies in autism. Woodbine House.
- Boser, K. I., Goodwin, M. S., & Wayland, S. C. (2013). Technology tools for students with autism: Innovations that enhance independence and learning. Brookes Publishing.
- Buron, K. D., & Curtis, M. (2003). The incredible 5-point scale: Assisting students with autism spectrum disorders in understanding social interactions and controlling their emotional responses. Autism Asperger Publishing Company.
- Castelo, M. (2020). Using assistive technology to empower students with disabilities. EdTech Magazine. <https://edtechmagazine.com/k12/article/2020/03/using-assistive-technology-empower-students-disabilities-perfcon>
- Cormier, C., & Natale, N. (2014). Assistive technology guide to maximize learning for children with autism. CreateSpace Independent Publishing Platform.
- Mukhopadhyaya, M. (2005). Education technology knowledge assessment. Shipra Publications.
- Paul, C., & Jyothi, P. (Eds.). (2022). Talking fingers. Orange Books Publications.
- UNESCO IITE. (2006). ICTs in education for people with special needs – Specialized training course. UNESCO Institute for Information Technologies in Education. http://ru.iite.unesco.org/pics/publications/en/files/3214_644.pdf

Online Resources:

- AI4ALL Open Learning. <https://ai-4-all.org/open-learning>
- AI4K12. (2023). AI Education Guidelines. <https://ai4k12.org>
- Assistive Technology Access URL: www.ataccess.org
- Assistive Technology Industry Association URL: <http://ataporg.org/index.asp>
- Beach Center on Disability URL: <http://www.beachcenter.org/>
- Coleman Institute URL: <http://www.colemaninstitute.org>
- Coursera AI in Education Specializations. <https://www.coursera.org/specializations/ai-in-education>
- Department of School Education and Literacy URL: https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf Focus: Guidelines for content and technology for children with special needs
- EdSurge AI in Education Guide. <https://www.edsurge.com/ai-in-education>
- EdX AI in Education Courses. <https://www.edx.org/learn/artificial-intelligence>
- Emerald Insight Research Article URL: <https://www.emerald.com/insight/content/doi/10.1108/S0270-401320230000037004/full/html> Focus: Academic research on assistive technologies
- European Commission. (2022). AI in Education Initiatives. <https://education.ec.europa.eu/ai-in-education>

- Exceptional Learning India URL: www.xceptionalleaningindia.com
- Google AI Education Resources. <https://ai.google/education>
- IBM AI Education Platform. <https://www.ibm.com/education/ai>
- Intel AI for Educators. <https://www.intel.com/content/www/us/en/education/ai-for-educators>
- International AI in Education Conference. <https://aied.org>
- International AI in Education Society. <https://www.iaied.org>
- International Society for Technology in Education (ISTE). (2023). AI Literacy Resources. <https://www.iste.org/ai-literacy>
- Journal of Artificial Intelligence in Education. <https://www.springer.com/journal/40593>
- Microsoft AI Teacher Resources. <https://www.microsoft.com/en-us/education/training-and-resources/ai-for-educators>
- MIT AI Literacy Project. <https://ai-literacy.mit.edu>
- NCBI Research Article URL: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5319964/>
- OECD. (2021). AI in Education. <https://www.oecd.org/education/future-of-education-and-skills/ai-in-education>
- PLUK Assistive Technology Resources URL: <http://www.pluk.org/AT1.html>
- Stanford AI in Education Center. <https://hai.stanford.edu/education>
- Study.com Assistive Technology Lesson URL: <https://study.com/academy/lesson/assistive-technology-for-intellectual-disabilities.html>
- The Arc URL: <https://thearc.org/our-initiatives/technology/>
- UNESCO. (2023). Artificial Intelligence in Education. <https://en.unesco.org/themes/ict-education/ai>
- World Economic Forum. (2022). AI in Education Report. <https://www.weforum.org/reports/ai-in-education>

PSYCHOSOCIAL AND FAMILY ASPECTS (ASD)

Course Code: C5

Credit: 02

Hours: 60

Introduction

The proof of successful learning is found in positive life outcomes post-education. For learners who teach individuals with ASD, it is essential to be oriented to the challenges and issues of adolescence and adulthood as well as the challenges that are created by the environment for individuals with autism and their family members. This course enables learners to the process of transition and preparation to adulthood, and the role of family and community in providing equal opportunities and participation for persons with ASD.

Learning Outcomes

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

- Understand the developmental transition from childhood into adolescence and adulthood
- Support persons with ASD and their families through the transition into adulthood
- Understand the issues and challenges faced by individuals with autism and their families
- Understand the role of the community and the systemic changes required for participation of individuals with ASD and their families
- Understand the role of an educator in empowering individuals with ASD

Unit 1: Transition from adolescence to adulthood for a person with ASD

- 1.1 Individual transition plan
- 1.2 Vocational training and higher education
- 1.3 Work and employment
- 1.4 Mental health in transition
- 1.5 Disclosure and advocacy

Unit 2: Preparedness for Adulthood

- 2.1 Critical life skills (making choices, decision-making, critical thinking, problem-solving)
- 2.2 Gendered experience of autism
 - Public domain: school and outside school
 - Private and familial domain
 - Normalization and social role valorisation
- 2.3 Housing and living arrangements
- 2.4 Sexuality, marriage and parenthood
- 2.5 Financial management and guardianship

Unit 3: Physical and Mental Health

- 3.1 Understanding trauma and abuse (physical, psychological, sexual, emotional, Pharmacological)

- 3.2 Addressing mental health concerns (depression, anxiety, trauma, well-being, quality of life)
- 3.3 Promoting agency, self-determination and self-advocacy
- 3.4 Facilitating a suitable social environment
- 3.5 Legal rights and advocacy

Unit 4: Issues related to families of individuals with ASD

- 4.1 A parent's journey: assessment and life goals
- 4.2 Living with a person with autism: Parent perspectives
- 4.3 Living with a person with autism: Sibling perspectives
- 4.4 Living with a person without autism: Perspectives from autistic self-advocates
- 4.5 Social attitude – neighborhood, parents of other children, friendship, support, societal responses, myths and misconceptions

Unit 5: Empowering Person with Autism and their Families

- 5.1 Role and responsibilities of parents, caregivers, siblings and extended family
- 5.2 Family-centered practices: family systems programs, Instructional programs, Interactional programs
- 5.3 Parent-empowered training programs
- 5.4 Role of parents and family members in service delivery and advocacy
- 5.5 Access to legal framework and government scheme

Transaction

The course can be delivered in the lecture- discussion mode; the learners can be given opportunities to present in the form of seminar and group discussions. Let the learners explore and find ways and means to help persons with ASD to help the families and community to accept and include children with ASD.

Course work / Practical / Field Engagement

- Help the families of children with intellectual disabilities form a parent group in a community - Submit report
- Organize parent training programmes for parent groups on specific theme related to Intellectual Disability – Submit report
- Mobilize community resources and carry out a recreation programme/sports event/cultural programme involving children with and without disability – Submit report

Suggested Readings

- Adamson, L. B., Bakeman, R., Deckner, D. F., & Nelson, P. B. (2012). Rating parent-child interactions: Joint engagement, communication dynamics, and shared topics in autism, Down syndrome, and typical development. *Journal of Autism and Developmental Disorders*, 42(12), 2622-2635.
- Neuville, E. (2019). Pathways to the mainstream: The promise of social role valorization. In S. Dutta & M. De (Eds.), *Understanding Autism* (pp. 32-46). The Asiatic Society.

- Neuville, E., Cardozo, P., De, M., & Lemay, R. (2023). Social role valorization theory in India: An idea with consequences. In *Understanding disability: Interdisciplinary critical approaches* (pp. 25-38). Springer Nature.
- Peshawaria, R., Menon, D. K., Ganguly, R., Roy, S., Pillay, R. P. R. S., & Gupta, A. (1995). *Understanding Indian families having persons with mental retardation*. Secunderabad.
- Prizant, B. M. (2015). *Uniquely human: A different way of seeing autism*. Simon & Schuster.
- Rehabilitation Council of India. (2008). *Autism, nature and needs*. Kanishka Publishers.
- Sarva Shiksha Abhiyan. (2013). Module on training of resource teachers for autism spectrum disorders.
<http://14.139.60.153/bitstream/123456789/1585/1/Training%20Module%20on%20Autism%20Spectrum%20Disorders.pdf>
- Singhal, N. (2019). Employment opportunities for adults with autism. In S. K. Dutta & M. De (Eds.), *Understanding autism: Through the lens of parents and professionals*. S. Chakrabarti.
- Vaidya, S. (2016). *Autism and the family in urban India: Looking back, looking forward*. Springer.

Online Resources:

- Mental Health Basics. (n.d.). Retrieved from <https://www.mentalhealth.gov/basics>
- Common misconceptions about mental health. (n.d.). Retrieved from <https://www.lmbs.org/commonmisconception>
- Psychosocial issues: Overview. (n.d.). OSH Wiki. Retrieved from https://oshwiki.eu/wiki/psychosocial_issues
- World Health Organization. (n.d.). Community-based rehabilitation (CBR). Retrieved from <https://www.who.int/publications/cbr>
- IntechOpen. (n.d.). Books. Retrieved from <https://www.intechopen.com/books>
- The Predictive Index. (n.d.). Retrieved from <https://www.predictiveindex.com>
- Zapddznz. (n.d.). Retrieved from <https://www.zapddznz.org>

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)			
Course Code	Course Name	Credit	Hours
D1	Reading and Reflecting on Texts	2	60
D2	Drama and Art in Education	2	60
D3	Basic Research & Basic Statistics	2	60
	Total	6	180

READING AND REFLECTING ON TEXTS

Course Code: D1

Credit: 02

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 studying this course the student- teachers will be able to

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

Unit 1: Reflections on Literacy

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

Unit 2: Reflections on Reading and Comprehension

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

Unit 3: Responding to Texts

- 3.1 Indicators of text comprehension: retelling, paraphrasing, summarizing, answering, predicting, commenting and discussing
- 3.2 Type of texts narrative, descriptive, directing, and argumentative
- 3.3 Responding to text - reports, policy documents, news, editorial, academic articles, advertisement, resume, story books and novels

- 3.4 Web search, digital and e-books
- 3.5 Reading preferences, reading for pleasure

Unit 4: Writing as a Process and Product

- 4.1 Writing as a process: language, grammar, vocabulary, spelling
- 4.2 Content, intent, audience and organization
- 4.3 Process of writing - handwriting, neatness, alignment and spacing
- 4.4 Self editing and peer editing using COPS (capitalization, organization, punctuation and spellings)
- 4.5 Evaluating Students Writing: Conceptualization, appropriateness, complexity, organization and literary richness and originality and creativity

Unit 5: Independent Writing

- 5.1 Writing: Picture description, expansion of ideas, essays, stories, poems, original writing
- 5.2 Professional writing: e.g. applications, agenda, minutes, note taking and others
- 5.3 Converting written information into graphical representation
- 5.4 Filling up Surveys, Forms, Feedback Responses, Checklists
- 5.5 Professional writing in special education and ethics

Transaction

The course can be delivered in the lecture- discussion mode; the learners can be given opportunities to present in the form of seminar and group discussions. Let the learners explore and find ways and means to for enhancing reading and writing skills.

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

Suggested Readings

Baniel, A. (2012). Kids beyond limits. Perigee Trade.

Ezell, H., & Justice, L. (2005). Programmatic research on early literacy: Several key findings. American Speech Language & Hearing Association.

Gallagher, K. (2004). Deeper reading: Comprehending challenging texts. Stenhouse Publishers.

Heller, R. (1998). Communicate clearly. DK Publishing.

Luetke-Stahlman, B., & Nielsen, D. (2003). Early literacy of kindergartners. High Beam.

- May, F. B. (1998). Reading as communication. Merrill.
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon.
- McGregor, T. (2007). Comprehension connections: Bridges to strategic reading. Heinemann Educational Books.
- McCormick, S. (1999). Instructing students who have literacy problems. Merrill.
- Miller, D. (2002). Reading with meaning: Teaching comprehension in the primary grades. Stenhouse Publishers.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan.
- Paul, P. V. (2009). Language and deafness. Jones and Bartlett.
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House.
- Tovani, C., & Keene, E. O. (2000). I read it, but I don't get it: Comprehension strategies for adolescent readers. Stenhouse Publishers.

Online Resources:

- ASER Centre. (n.d.). Retrieved from <http://www.asercentre.org>
- Landmark Outreach. (n.d.). Challenges in reading development stages. Retrieved from <https://www.landmarkoutreach.org/wp-content/uploads/Challs-Stages-of-Reading-Development.pdf>
- Learner.org. (n.d.). Reading and writing development. Retrieved from https://www.learner.org/wp-content/uploads/2019/06/RWD.DLU1_ChallsStages.pdf

DRAMA AND ART IN EDUCATION

Course Code: D2

Credit: 02

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 studying this course the student- teachers will be able to

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

Unit 1: Introduction to Art Education

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

Unit 2: Performing Arts: Dance and Music

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

Unit 3: Performing Arts: Drama

- 3.1 Range of activities related to performing arts

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

Unit 4: Visual Arts

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

Unit 5: Media and Electronic Arts

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

Transaction

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

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

Course work / Practical / Field Engagement

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

Suggested Readings

- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade.
- Beyer, L. E. (2000). *The arts, popular culture, and social change*. Falmer Press.
- Botton, A. D., & Armstrong, J. (2013). *Art as therapy*. Phaidon Press.
- Efland, A. D. (1990). *A history of art education: Intellectual and social currents in teaching the visual arts*. Teachers College Press.
- Finlay, V. (2014). *The brilliant history of color in art*. Getty Publications.
- 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 Publications.
- Heller, R. (1999). *Effective leadership*. DK Publishing.
- Lewiecki-Wilson, C., & Brueggemann, B. J. (2008). *Disability and the teaching of writing: A critical sourcebook*. Bedford/St. Martin's.
- Nyman, L., & Jenkins, A. M. (1999). Issues and approaches to art for students with special needs. In *National Art Education Association* (pp. 142–154).
- Shirley, G. (2000). *Art: An A to Z guide*. Franklin Watts.
- Vaze, P. (1999). *How to draw and paint nature*. Jyosna Prakashan.
- Ward, A. (1993). *Sound and music*. Franklin Watts.

BASIC RESEARCH AND BASIC STATISTICS

Course Code: D3

Credit: 02

Hours: 60

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 studying this course the student- teachers will be able to

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

Unit 1: Introduction to Research

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

Unit 2: Process of Research and Action Research

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

Unit 3: Fundamentals of Research

- 3.1 Research Design – concept, types and its uses
- 3.2 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 3.3 Standardization of Tool- Reliability and Validity
- 3.4 Sample and Sampling Techniques
- 3.5 Data Collection and Organization of data: Array, Grouped distribution, Normal Distribution Curve

Unit 4: Measurement and Analysis of Data

- 4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
- 4.2 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
- 4.3 Correlation: Product Moment and Rank Order Correlation
- 4.4 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, radar
- 4.5 Computer assisted statistical analysis software

Unit 5: Research Report Writing

- 5.1 Interpretation of Data
- 5.2 Report Writing
- 5.3 Publication of Research Articles
- 5.4 Ethics in Research
- 5.5 Recent trends in research in special education

Course work / Practical / Field Engagement

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

Suggested Readings

Agarwal, V. (2022). Basic research methodology and statistics. SBPD Publications.

Basic Research and Statistics Book Material. (2020). Dr. B.R. Ambedkar Open University.

Best, J. W., & Kahn, J. V. (1996). Research in education. Prentice-Hall of India.

- 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.
- Cramer, D. (1996). Basic statistics for social research: Step-by-step calculations & computer techniques using Minitab.
- Dooley, D. (1997). Social research methods. Prentice-Hall of India.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publications.
- Grewal, P. S. (1990). Methods of statistical analysis. Sterling Publishers.
- Guptha, S. (2003). Research methodology and statistical techniques. Deep & Deep Publishing.
- Jitendra Kumar et al. (2022). Basic research methodology and statistics. Thakur Publication Private Limited.
- Koul, L. (1996). Methodology of educational research. Vikas Publishing House.
- Kothari, C. R. (2004). Research methodology methods & techniques. New Age International (P) Limited.
- Mohanty, P. K., & Patel, S. K. (2019). Basic statistics (2nd ed.). Scientific Publishers.
- Nancy et al. (1999). Basic research methods and statistics: An integrated approach. S. Chand (G/L) & Company Ltd.
- Ostle, B. (2012). Statistics in research: Basic concepts and techniques for research workers. Literary Licensing, LLC.
- Potti, L. R. (2004). Research methodology. Yamuna Publications.
- Robert et al. (2012). Basic statistics for social research (38th ed.). Jossey-Bass Publication.
- Singh, Y. K. (2006). Fundamental of research methodology and statistics. New Age International (P) Limited.

Online References:

- Johns Hopkins University. (n.d.). Elements of research. Office of Research Integrity. <https://ori.hhs.gov/module-3-elements-research>
- Make Me Analyst. (n.d.). Basic statistics for data analysis. <https://makemeanalyst.com/basic-statistics-for-data-analysis/>
- Scribbr. (n.d.). Research ethics. <https://www.scribbr.com/methodology/research-ethics/>
- South Campus, University of Kashmir. (n.d.). Research methodology unit 1, part 1. <https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>
- Statistics by Jim. (n.d.). Descriptive and inferential statistics. <https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>
- Unknown. (n.d.). The research process. iEduNote. <https://www.iedunote.com/research-process>

AREA E: PRACTICAL RELATED TO PEDAGOGY & DISABILITY SPECIALIZATION

Course Code	Course Name	Credit	Hours
E1	DISABILITY AND INCLUSION	5	150
E2	DISABILITY SPECIALISATION	6	180
E3	LESSON PLANNING & DEVELOPMENT OF TLM AND TEACHING	5	150
E4	SUBJECT TEACHING IN REGULAR SCHOOLS	6	180
	Total	22	660

DISABILITY AND INCLUSION

Course Code: E1

Credit: 05

Hours: 150

Course content: Visits to organizations working in the area of disabilities (e.g. Special Schools, Therapy centres, Rehabilitation organizations, and Inclusive Schools) and Class room observation

Disability Focus	Course Name / Activities	Credit	Hrs (150)	Tasks for the Student-teachers	Description
Neurotypical Early Development	Visits to Preschools	1	150	Observe and understand neurotypical and neuro diverse development. Write a report and submit.	Minimum 10 hours or 3 full days
ASD	Classroom Observations (Special Schools for ASD and Vocational Center)	1		Classroom Observation and Report	Minimum 10 school Periods. Write a report and submit.
Any Disability	Classroom Observations (Inclusive Schools)	1		Classroom Observation and Report	Minimum 10 school Periods Submit report.
HI, VI, CP, ID, Multiple Disabilities and resource units of SLD	Classroom Observations (Other Disability Special Schools)	2		Classroom Observation and Report	Minimum 30 school Periods Submit report.

DEVELOPMENT OF TLMs AND LESSON PLANNING

Course Code: E2

Credit: 06

Hours: 180

Course content:

Disability Focus	Course Name / Activities	Credit	Hrs (180)	Educational Setting	Description
Two persons with ASD Ages: 2-10 years	LESSON PLANNING	2	180	Early intervention centre / similar units Minimum 40 hours	For each child: Observe – - Assessments - Support services - Parent interactions Develop and submit - - TLMs - 15 Lesson Plans with at least one of each - <ul style="list-style-type: none"> • Language subject • Non-language subject • Non-academic activity • ADL / self-care • Communication • Group activity • Individual teaching • Transition plan
One person with ASD Ages: 10-18 years	LESSON PLANNING in special school	1		Special school / home based	
One person with ASD Age: 18+ years	LESSON PLANNING in Vocational centre/ Supported workplace	1		Vocational centre/ Supported workplace	
Two persons with ASD Ages: 5-18 years Grades: Prep-12	LESSON PLANNING in inclusive class room	2		Inclusive school/ Resource room	

AUTISM SPECTRUM DISORDERS (ASD) - PREPARING IEPs

Course Code: E3

Credit: 05

Hours: 150

Course content:

Disability Focus	Course Name / Activities	Credit	Hrs (180)	Educational Setting	Description
Two persons with ASD Ages: 2-10 years	Individualized Family Support Plan (IFSP)	2	180	Early intervention centre / similar units Minimum 40 hours	For each child: Develop and submit- - Individualized Educational Plan - Individualized Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - ➤ Language subject ➤ Non-language subject ➤ Non-academic activity ➤ ADL / Self-care ➤ Communication ➤ Group activity ➤ Individual teaching ➤ Transition plan Execute and submit - • Assessment • Quality of Life Measures • Parent Interviews • Teaching of selected skills • Peer and Supervisor Feedback
One person with ASD Ages: 10-18 years	IEP in special school	1		Special school / home based	
One person with ASD Age: 18+ years	IEP in Vocational centre/ Supported workplace	1		Vocational centre/ Supported workplace	
One person with ASD Ages: 5 - 10 years Grades: Prep - 5	IEP in inclusive class room	1		Inclusive school/ Resource room	

SUBJECT TEACHING IN REGULAR SCHOOLS

Course Code: E4

Credit: 06

Hours: 180

Course content:

Disability Focus	Course Name / Activities	Credit	Hrs (180)	Educational Setting	Description
One Child with ASD Ages: 2-5 years	Individualized Family Support Plan (IFSP)	2	180	Early intervention centre / preschool Minimum 40 hours	For each child: Develop and submit- - Individualized Educational Plan - Individualized Family Support Plan - TLMs - 10 Lesson Plans including at least one of each -
One person with ASD Ages: 5 - 12 years	IEP in inclusive school	1		Inclusive school / Resource room	➤ Language subject ➤ Non-language subject ➤ Non-academic activity
One person with ASD Ages: 5 - 10 years Grades: Prep - 5	IEP in inclusive class room	1		Inclusive school / Resource room	➤ ADL / Self-care ➤ Communication ➤ Group activity ➤ Individual teaching ➤ Transition plan
One person with ASD Age: 18+ years	IEP in Vocational centre/ Supported workplace	2		Vocational centre/ Supported workplace	Execute and submit - • Assessment • Quality of Life Measures • Parent Interviews • Teaching of selected skills • Peer and Supervisor Feedback

Practical Courses – Semester 1

DISABILITY AND INCLUSION

Course Code: E 1

Credit: 03

Hours: 90

Course Code	Course Name / Activities	Credit	Hrs (90)	Tasks for the Student-teachers	Description
E1	Disability and Inclusion				
	Classroom Observations (Special Schools for ASD and Vocational Center)	1	90	Observation of groups from early intervention / preparatory level to secondary / prevocational levels.	Minimum 10 school Periods. Write a report and submit.
	Classroom Observations (Inclusive Schools)	1		Classroom Observation and Report	Minimum 10 school Periods Submit report.
	Visits to Preschools Neurotypical / Early Development	1		Observe and understand neurotypical and neuro diverse development. Write a report and submit.	Minimum 10 hours or 3 full days
Total		3	90	Total Marks	75

DEVELOPMENT OF TLMs AND LESSON PLANNING

Course Code: E 2

Credit: 03

Hours: 90

Course Code	Course Name / Activities	Credit	Hrs (90)	Educational Setting	Description
E2	LESSON PLANNING Two persons with ASD Ages: 2-10 years	2	90	Early intervention centre / similar units Minimum 60 hours	For each child: Observe – - Assessments - Support services - Parent interactions Develop and submit - - TLMs - 15 Lesson Plans with at least one of each -
	LESSON PLANNING in special school	1		Special school / home based	<ul style="list-style-type: none"> • Language subject • Non-language subject • Non-academic activity • ADL / self-care • Communication • Group activity • Individual teaching • Transition plan
Total		3	90	Total Marks	75

Practical Courses – Semester 2

Disability Specialization

Course Code: E 2

Credit: 03

Hours: 90

Course Code	Course Name / Activities	Credit	Hrs (90)	Educational Setting	Description
E2	LESSON PLANNING in Vocational centre/ Supported workplace One person with ASD Age: 18+ years	2	90	Vocational centre/ Supported workplace	For each child: Observe – - Assessments - Support services - Parent interactions
	LESSON PLANNING in inclusive class room Two persons with ASD Ages: 5-18 years Grades: Prep-12	1		Inclusive school / Resource room	Develop and submit - - TLMs - 15 Lesson Plans with at least one of each - <ul style="list-style-type: none"> • Language subject • Non-language subject • Non-academic activity • ADL / self-care • Communication • Group activity • Individual teaching • Transition plan
Total		3	90	Total Marks	75

AUTISM SPECTRUM DISORDERS (ASD) - PREPARING IEPs

Course Code: E 3

Credit: 03

Hours: 90

Course Code	Course Name / Activities	Credit	Hrs (90)	Educational Setting	Description
E3	Individualized Family Support Plan (IFSP) Two persons with ASD Ages: 2-10 years	2	90	Early intervention centre / similar units Minimum 60 hours	For each child: Develop and submit- - Individualized Educational Plan - Individualized Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - ➤ Language subject ➤ Non-language subject ➤ Non-academic activity ➤ ADL / Self-care ➤ Communication ➤ Group activity ➤ Individual teaching ➤ Transition plan Execute and submit - • Assessment • Quality of Life Measures • Parent Interviews • Teaching of selected skills • Peer and Supervisor Feedback
	IEP in special school One person with ASD Ages: 10-18 years	1		Special school / home based	
Total		3	90	Total Marks	75

SUBJECT TEACHING IN REGULAR SCHOOLS

Course Code: E 4

Credit: 02

Hours: 60

Course Code	Course Name / Activities	Credit	Hrs (60)	Educational Setting	Description
E4	Individualized Family Support Plan (IFSP) One Child with ASD Ages: 2-5 years	2	60	Early intervention centre / preschool Minimum 60 hours	<p>For each child: Develop and submit-</p> <ul style="list-style-type: none"> - Individualized Educational Plan - Individualized Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - <ul style="list-style-type: none"> ➤ Language subject ➤ Non-language subject ➤ Non-academic activity ➤ ADL / Self-care ➤ Communication ➤ Group activity ➤ Individual teaching ➤ Transition plan <p>Execute and submit -</p> <ul style="list-style-type: none"> • Assessment • Quality of Life Measures • Parent Interviews • Teaching of selected skills • Peer and Supervisor Feedback
Total		2	60	Total Marks	50

SUPPORTIVE SKILL TRAINING - ASSISTIVE TECHNOLOGY, OTHER ACCESSIBILITY MEASURES

Course Code: F1

Credit: 02

Hours: 90

Practical Courses – Semester 3

LESSON PLANNING, DEVELOPMENT OF TLM AND TEACHING

Course Code: E 3

Credit: 03

Hours: 60

Course Code	Course Name / Activities	Credit	Hrs (60)	Educational Setting	Description
E3	IEP in Vocational centre/ Supported workplace One person with ASD Age: 18+ years	1	30	Vocational centre / Supported workplace	For each child: Develop and submit- - Individualized Educational Plan - Individualized Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - ➤ Language subject ➤ Non-language subject ➤ Non-academic activity ➤ ADL / Self-care ➤ Communication ➤ Group activity ➤ Individual teaching ➤ Transition plan Execute and submit - • Assessment • Quality of Life Measures • Parent Interviews • Teaching of selected skills • Peer and Supervisor Feedback
	IEP in inclusive class room One person with ASD Ages: 5 - 10 years Grades: Prep - 5	1	30	Inclusive school / Resource room	
Total		2	60	Total Marks	50

SUBJECT TEACHING IN REGULAR SCHOOLS

Course Code: E 4

Credit: 04

Hours: 120

Course Code	Course Name / Activities	Credit	Hrs (120)	Educational Setting	Description
E4	IEP in inclusive school One person with ASD Ages: 5 - 12 years	1	30	Inclusive school / Resource room	For each child: Develop and submit- - Individualized Educational Plan - Individualized Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - ➤ Language subject ➤ Non-language subject ➤ Non-academic activity ➤ ADL / Self-care ➤ Communication ➤ Group activity ➤ Individual teaching ➤ Transition plan Execute and submit - • Assessment • Quality of Life Measures • Parent Interviews • Teaching of selected skills • Peer and Supervisor Feedback
	IEP in inclusive class room One person with ASD Ages: 5 - 10 years Grades: Prep - 5	1	30	Inclusive school / Resource room	
	IEP in Vocational centre / Supported workplace	2	60	Vocational centre / Supported workplace	
Total		4	120	Total Marks	100

INTERNSHIP IN DISABILITY SPECIALIZATION

Course Code: F2

Credit: 06

Hours: 270

Practical Courses – Semester 4

DISABILITY AND INCLUSION

Course Code: E 1

Credit: 02

Hours: 60

Course Code	Course Name / Activities	Credit	Hrs (60)	Educational Setting	Description
E1	Classroom Observations (Other Disability Special Schools)	2	60	Special Schools HI, VI, CP, ID, Multiple Disabilities and resource units of SLD	Minimum 30 school Periods Submit report.
Total		2	60	Total Marks	50

INTERNSHIP AT INCLUSIVE SCHOOL

Course Code: F3

Credit: 04

Hours: 180

INTERNSHIP IN OTHER DISABILITY SPECIAL SCHOOL

Course Code: F4

Credit: 04

Hours: 180

AREA F: SUPPORTIVE SKILLS / SCHOOL INTERNSHIP			
Course Code	Course Name	Credit	Hours
F1	Supportive Skill Training (Assistive Technologies, Functional Academic Skills, etc.)	2	90
F2	Internship in Disability Specialization		
F3	Internship at Inclusive School		
F4	Internship in Other Disability		
	Total	16	720

SUPPORTIVE SKILL TRAINING - ASSISTIVE TECHNOLOGY, OTHER ACCESSIBILITY MEASURES

Course Code: F1

Credit: 02

Hours: 90

Course content:

All the practical work in Area E and the internship in Area F require to have assistive technology and accessibility measures incorporated suitably. Each learner is expected to identify the accessibility needs of students in the given context. In addition, the assistive devices or the assistive technology to be used while transacting the curricular content have to be identified. This would need the assessment of the students with ASD for their ICT needs.

Measures have to be taken to fulfill the needs. The use of technology during group teaching, adoption of teaching using blended mode and simulation of teaching using the technology have to be demonstrated. Based on such classroom experiences **develop an illustrative record / folder on assistive technology for persons with ASD as well as other disabilities.**

Include information on the maintenance of personal assistive devices by persons with ASD and associated conditions, the schemes by the government of India for availing assistive devices such as ADIP and other schemes. In addition, any TLM developed for classroom transactions that involve technology may also be included and certified by the respective course coordinator and submitted during the final practical examination.

1. Observe schools and organizations. Write a comprehensive report on the needs and supports observed.
2. Participate in at least one parent training programme, cultural programme, social event or sports event in a school in consultation with the respective school authorities with inclusion in focus.
3. Any other academic/cultural activity for which the school authorities advise the learner.

INTERNSHIP IN DISABILITY SPECIALIZATION

Course Code: F2

Credit: 06

Hours: 270

Course content:

Internship involves placement of the B.Ed student trainee / learner in a special school for students with ASD for a period of six weeks. During the placement the learner is expected to work in all the classes ranging from early intervention/ preschool to vocational training and placement. The internship should be guided by faculty supervisor.

The student trainee/ learner are expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

- Assessment of students using formal and informal tools and identify the specific learning problems (at least one in each level / class) and write a comprehensive report. Minimum Four Students to be assessed from different levels
- Develop an appropriate individualized educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation) and implement using appropriate method and material / TLM (at least 10 sessions for each child and each session not less than 45 minutes.).
- Develop and implement an individualized Behavioral Intervention Plan (**BIP**) for **one student** based on thorough functional behavioral assessment (assessment to be done by using BASIC MR – Part B), including specific measurable goals, research-based intervention strategies, progress monitoring tools, and systematic evaluation methods. The plan should be implemented through 10 structured sessions (minimum 45 minutes each), incorporating positive reinforcement techniques, skill-building activities, and environmental modifications while maintaining detailed documentation of progress and outcomes.
- Collaborate with the class teachers and plan group teaching lessons for each class in at least two different areas. After getting the lessons plans approved teach in the respective classes. (At least 3 lessons / class). Minimum 30 lessons (10 Personal/ Social, 10 – Functional Academics, 5-Occupational, 5 - Recreational). Out of 30 at least 10 lessons should be ICT based.
- Organize at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher.
- Any other academic / cultural activity in the school for which the school authorities seek the involvement of the student trainee

INTERNSHIP AT INCLUSIVE SCHOOL

Course Code: F3

Credit: 04

Hours: 180

Course content:

The internship should be guided by faculty supervisor. The internship will be for 4 weeks. The learner is expected to be present in the placement premises on the working days during the internship. The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

- Assessment of students with special educational needs in the inclusive class using formal and informal tools and identify the specific learning problems (at least five students in different classes), consult the respective class teacher and write a comprehensive report.
- Develop an appropriate educational programme with accommodations and modification for each of the students. Collaborate with the class teachers and plan group teaching lessons for each inclusive class where the assessed students are placed. (at least 5 lessons for each student to be taught in inclusive class with all other students). A minimum of 25 lessons to be taught by using UDL principles and differentiated instructions.
- In addition, plan and co teach / team teaches with the class teacher in different inclusive classes in at least three different subjects. (In each class co-teach five lessons.) A minimum of 15 lessons to be taught by using UDL principles and differentiated instructions.
- Organize at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
- Use technology effectively for all the activities during internship. .
- Any other academic / cultural activity in the school for which the school authorities seek the involvement of the student trainee

INTERNSHIP IN OTHER DISABILITY SPECIAL SCHOOL

Course Code: F4

Credit: 04

Hours: 180

Course content:

The internship will be guided by the course supervisor, lasting for two weeks. The learner is expected to be present in the placement premises on the working days during the internship.

The student trainee has to carry out the following during the placement period and report after getting the certificate and endorsement of the school authority.

- Observe the classes. With the help of the class teacher assess at least 3 children with the specific disability using the appropriate tools and write a report.
- Develop an educational plan, and with the approval of the concerned teacher execute the lessons for the children who were assessed. (At least 5 lesson each – total 15 lessons).
- Develop at least 10 lessons in suitable class levels in different subjects, get it approved by the teacher and teach the whole class group with the supervision of the class teacher.
- Organize at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
- Use technology effectively for all the activities during internship. .
- Any other academic / cultural activity in the school for which the school authorities seek the involvement of the student trainee

AREA G – EMPLOYABILITY SKILLS			
Course Code	Title	Credit	Hours
G	Employability Skills	2	60

EMPLOYABILITY SKILLS

Course Code: G

Credit: 02

Hours: 60

Introduction

The Employability Skills course for B.Ed special education students is a transformative program designed to bridge the gap between academic knowledge and professional excellence in the field of special education. By focusing on holistic professional development, the course equips students with essential skills that extend beyond traditional classroom learning, encompassing critical areas such as communication, technological proficiency, emotional intelligence, and personal resilience. Students will engage in comprehensive learning experiences that develop their ability to navigate complex educational environments, understand diverse learner needs, and adapt to the dynamic landscape of special education. The curriculum is strategically crafted to build confidence, foster innovative thinking, and provide practical tools that enable graduates to become effective, compassionate, and adaptable special education professionals who can make meaningful contributions to inclusive education. Through interactive workshops, skill-building exercises, and real-world simulations, the course prepares students to not only meet the challenges of their profession but to excel as empowered, forward-thinking educators who can support and enhance the learning experiences of students with special requirements.

Learning Outcomes

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

- Develop comprehensive professional skills
- Build a strong personal and professional identity
- Enhance technological and communication competencies
- Cultivate a growth and entrepreneurial mindset
- Prepare for dynamic educational landscapes

Unit 1: Personal Development and Self-Awareness

- 1.1 Understanding personal strengths and weaknesses
- 1.2 Self-assessment techniques
- 1.3 Emotional intelligence and self-management
- 1.4 Goal setting and personal vision planning
- 1.5 Developing a growth mindset

Unit 2: Communication Skills

- 2.1 Effective verbal and non-verbal communication
- 2.2 Professional communication etiquette
- 2.3 Presentation skills & Digital communication skills
- 2.4 Listening and comprehension techniques
- 2.5 Writing professional documents

Unit 3: Technology and Digital Literacy

- 3.1 Basic computer skills
- 3.2 Digital tools for educators & Emerging technological trends in special education
- 3.3 Online collaboration platforms
- 3.4 Educational technology integration
- 3.5 Digital safety and professional online presence

Unit 4: Stress Management and Work-Life Balance

- 4.1 Stress recognition and management techniques
- 4.2 Time management skills
- 4.3 Work-life balance strategies
- 4.4 Emotional resilience
- 4.5 Self-care practices & Coping mechanisms for professional challenges

Unit 5: Entrepreneurship and Innovation

- 5.1 Introduction to entrepreneurial thinking
- 5.2 Social entrepreneurship in special education
- 5.3 Innovative teaching methodologies
- 5.4 Project management basics
- 5.5 Resource development and management

Course work / Practical / Field Engagement

- Develop a Professional Communication and Development Portfolio
- Develop a Technology and Digital Competence Practicum
- Assignment(s) (Group/Small Group/Individual)
- Project(s) (Group/Small Group/Individual)
- Skill Demonstration and Practical Workshops
- Professional Growth and Career Planning
- Reflective Journals and Reports

Suggested Readings

- Abrami, P. C., Bernard, R. M., Borokhovski, E., Wade, A., Tamim, R., Sigalés, C., & Surkes, R. (2008). Instructional interventions affecting critical thinking skills and dispositions: A stage 1 meta-analysis. *Review of Educational Research*, 78(4), 1102-1134.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. National Academy Press.
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7.

- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 285-300.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Herr, E. L., & Cramer, S. H. (1996). *Career guidance and counseling through the life span: Systematic approaches* (5th ed.). HarperCollins College Publishers.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Cambridge Adult Education.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass.
- OECD. (2018). *Teaching for the future: Effective classroom practices to transform education*. OECD Publishing.
- Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. Riverhead Books.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. Doubleday.
- UNESCO. (2015). *Rethinking education: Towards a global common good?* UNESCO Publishing.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64-70.

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/>

Professional Development Portals

1. <https://www.teacherhub.com/>
2. <https://www.teachinghow2s.com/>
3. <https://www.readwritethink.org/>
4. <https://www.classroom.google.com/>
5. <https://www.ted.com/education>

Research and Policy Resources

1. <https://www.oecd.org/education/>
2. <https://www.unesco.org/en/education>
3. <https://www.edweek.org/>
4. <https://www.brookings.edu/articles/education/>
5. <https://www.edpolicyinca.org/>

Skill Assessment and Development

1. <https://www.mindtools.com/>
2. <https://www.skillsoft.com/>
3. <https://www.skillroads.com/>
4. <https://www.careerhunter.io/>
5. <https://www.myskillssource.com/>

International Educational Resources

1. <https://www.britishcouncil.org/>
2. <https://www.fulbright.org.in/>
3. <https://www.international.ac.uk/>
4. <https://www.iie.org/>
5. <https://www.worldeducationservices.org/>

Educational Innovation Platforms

1. <https://www.edtechtimes.com/>
2. <https://www.edsurge.com/>
3. <https://www.innovationexcellence.com/>
4. <https://www.educationinnovation.org/>
5. <https://www.educause.edu/>

Soft Skills and Professional Growth

1. <https://www.mindvalley.com/>
2. <https://www.skillsyouneed.com/>
3. <https://www.mindtools.com/>
4. <https://www.personaldevelopmentskills.com/>
5. <https://www.skillsebook.com/>

AREA H – ONLINE MOOC COURSE			
Course Code	Title	Credits	Hours
H	Online Course in Swayam Platform	2	80
Total		2	80

ONLINE COURSE – SWAYAM PLATFORM

Course code: H

Credits: 2

Hours: 80

Purpose

The purpose of integrating Massive Open Online Courses (MOOCs) into the B.Ed Special Education program is to enhance students' understanding of special education, expose them to global perspectives in inclusive education, and promote professional development in specialized teaching strategies.

Guidelines for MOOC Requirement in B.Ed Special Education Program

Students must complete a minimum of 2 credits through MOOCs related to Special Education and Inclusive Learning.

Course Topics:

Acceptable course topics include, but are not limited to:

- Inclusive Classroom Strategies
- Assistive Technologies in Special Education
- Understanding Different Disabilities
- Individualized Education Program (IEP) Development
- Behavioral Management in Special Education
- Adaptive Teaching Methodologies
- Innovative Teaching Techniques
- Learning and Teaching
- Research in Education

Platform Options: Students may choose courses from SWAYAM or other recognized MOOC platforms such as Coursera, edX, or FutureLearn.

Timeline: Program coordinators must inform students about this requirement at the beginning of the B.Ed Special Education program. Students must submit the MOOC completion certificate before the end of the fourth semester.

Course Selection and Approval Process: Students should research available courses on approved platforms. Selected courses must be directly relevant to Special Education teaching practices. Students must submit their chosen course for approval to the designated faculty member or committee specializing in special education. Approval should be obtained before enrolling in the course.

Enrollment and Completion: Students are responsible for enrolling in the approved MOOC. They must adhere to the start dates and deadlines set by the MOOC provider. Students must fully participate in all course activities, including video lectures, readings, assignments, and assessments. They must meet all requirements set by the MOOC provider to earn the completion certificate.

Certification and Submission: Upon successful completion of the MOOC, students must obtain an official certificate from the course provider. Students must submit the following to their college:

- MOOC completion certificate
- Reflective report on the course content and its practical applications in special education teaching

AREA IKS – Add on Course			
Course Code	Title	Credits	Hours
IKS	Indian Knowledge Systems and Ethos	2	80
Total		2	80

INDIAN KNOWLEDGE SYSTEMS AND ETHOS

Course Code: IKS

Credit: 02

Hours: 60

Introduction

Today's contemporary world and society share a common knowledge system and values but also identify with specific rooted knowledge traditions, culture, values, and ethics. To address the explosion of information and knowledge, identifying true knowledge necessary for human life and survival, and to face multiple challenges due to geopolitical, technological advancements, and environmental changes, we need to look back at our rich past to build the young minds of India.

This course will enable student-teachers to conduct critical analysis and exercise independent thought regarding the formulation and evolution of diverse Knowledge traditions in India. It helps in discerning the accomplishments and constraints inherent in India's varied traditions, exploring disability intercepts in the practical application of these knowledge traditions, and understanding and appreciating the status of persons with disabilities in the past. The course also critically traces the references of inclusivity prevailing in Indian society from a multidisciplinary perspective, yielding valuable insights for acquiring transferable and 21st-century skills for the rehabilitation and inclusion of persons with disabilities.

Learning Outcomes

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

- Critically analyze the conceptualization of Knowledge and Myths, misrepresentations, misconceptions associated with Indian Knowledge system and Ethos
- Acknowledge India's extensive body of knowledge traditions, Critical analysis and appreciation.
- Gain a comprehensive understanding of the interrelationship of education and philosophy (Darshan) in the Indian context.
- Trace the intercepts of disability and other SEDGs in the Indian Knowledge system and Education.
- Develop critical insights about disability narratives available within Indian literature.

Unit 1: Understanding Knowledge (Gyaan)

- 1.1 Knowledge (Gyaan): Concept, definition, and etymological interpretation in vernacular languages. Philosophical (Darshan) understandings of Knowledge (Gyaan)
- 1.2 Ancient Indian Knowledge Traditions (Bhartiya Gyaan Parampara) to Modern Changing Perspectives of Knowledge, Difference in philosophical traditions and global impact
- 1.3 Relevance of Knowledge (Gyaan) specific to the human race, including disability
- 1.4 Understanding Myths, Misconceptions and Facts in the context of Indian Knowledge system
- 1.5 Technology in Revival, Storage, archives and easy access of knowledge for all

Unit 2: Understanding India through its Knowledge Systems (Gyaan Pranali)

- 2.1 Conceptualization of the terms “Knowledge of India” and “Knowledge in India”
- 2.2 Ethos (Lokachar) and Ethics: Concept, nature, characteristics
- 2.3 Indian Ethos, Culture, Folklore: Distinguished features & values
- 2.4 Indian Knowledge System: Concept, chronicles, and narratives
- 2.5 Basic understanding of the Indian Knowledge System

Unit 3: Education and Philosophy (Darshan)

- 3.1 Education and Philosophy (Darshan): Concept and relationship
- 3.2 Education in the Indian Knowledge System (Bhartiya Gyaan Parampara)-Vedangas
- 3.3 Education as a pious obligation for all (Dharma - Duty not religion) (Bhartiya Gyaan Parampara)
- 3.4 Acquisition, dissemination, and transmission of knowledge (Gyaan) - Learner (Grahi) and Teacher (Professionally Competent & Committed)
- 3.5 Curriculum, Pedagogy & Evaluation - Immaterial & Material curriculum and content (Laukik & Alaukik), Pedagogy-Hetu-vidya (logic & reasoning), Interest-driven pedagogy, Discussions, Debates (Shastratrtha), Differentiated instructions, Experiential Learning, Storytelling, Performance-based learning assessment & evaluation

Unit 4: Intercepts of Modern Concepts (SEDGs) in Indian Knowledge Traditions

- 4.1 The Society: Nature, Demographic Perspectives
- 4.2 Evolution of Concepts through Time: Diversity, Inclusion & Disability
- 4.3 Inclusion of SEDGs in the Indian Knowledge Traditions (Concepts, Body of Knowledge, Authors, etc.)
- 4.4 Perception & Inclusion of PWDs & Other SEDGs (Women, transgender, Caste, Class) in Culture and Society
- 4.5 Inclusion of PwDs and SEDGs in the Education System (Formal & Informal)

Unit 5: Disability Narratives in Indian Literature

- 5.1 Literature (Sanskrit literature, Hindi literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam, Bengali literature, etc.)
- 5.2 Ancient Epics & Early Narratives: Exploration of disability representation in ancient Indian society by the intersection of disability, morality, and social status
- 5.3 Disability & Devotion in Bhakti Literature: Disability as a Metaphor of Spiritual Enlightenment (Surdas: The Blind Poet of Braj, Kabir: Mysticism and Social Commentary)

- 5.4 Modern Perspectives: Discussion on oppression and disability discrimination in colonial India
- 5.5 Contemporary Voices: Discussion on disability as both a source of strength and vulnerability, social transformation, and the intersection of Gender, Class, and Disability

Course work / Practical / Field Engagement

- Exploration of relevant literature focusing on primary sources of information
- Creating a student library to organize group studies
- Volunteering as a literary secretary to organize and manage groups on IKS on social networking platforms
- Critically analyzing, listing, and reporting the primary sources of information with changing times.
- Understanding and referring to secondary sources of information with context and concerns, not just as factual information.
- Providing Explanations regarding Figurine of *Ardhnarishvar*
- Interpretation of *Swayamvar* and a *Varmaala* only in Sitaji's Hand in Madhubani paintings
- The portrayal of Lord Krishna in *Madhuban* along with Birds and animals
- Philosophical Interpretations of *Khajuraho* carvings.
- Explanations regarding the traditional *Gotipua* dance of Orissa specially performed by boys only.
- Practicum components will involve organizing educational exertions for student teachers to observe visual and performing arts events, and activities aimed at identifying and documenting elements of ancient architecture present in the country.
- Organizing 'Knowledge of India' day within the institution to celebrate cultural aspects discussed in lectures and tutorials, including food and clothing.
- Interacting with family members, elders, neighbours, and other community members to enrich their understanding of local systems and the economy.

Suggested Modes of Transaction

- The curriculum will be delivered through various modes of instruction, including lectures, tutorials, and practicum experiences.
- Lecture sessions will incorporate participatory formats driven by learners, featuring guest speakers, experts, and practitioners in fields like fine arts, performing arts, poets, writers from Indian literature, etc.
- Tutorials will incorporate the screening of documentaries and films, followed by interactive discussions. These discussions will be learner-driven and may take the form of focus group discussions (FGDs) or dialogues.
- Debates, discussions, and seminars can be arranged to explore Indian Knowledge and disability education.

Suggested Readings

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