



B.Ed.Spl.Ed. ASD 2023-24

Course / Teaching Plan



Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School
App. by Rehabilitation Council of India, Ministry of Social Justice & Empowerment, Govt. of India
Affiliated to GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY
PSP, Institutional Area, Madhuban Chowk, Rohini Delhi-85, Ph : 011-27550012/13
Fax : 011-27550018 • Email : info@rehab.technia.in Website : www.rehab.technia.in





Semester - I

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CURRICULUM TRANSACTION

B.Ed.Spl.Ed.ASD.2022-24

Semester –I

1st Year—Semester I

THEORY PAPER A1: Human Growth & Development

Total Marks: 100

Total hours: 60

FACULTYNAME: Dr. Shashi Bhushan – DSB / Dr. J. Das – DID

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Approaches to Human Development	1.1 Human development as a discipline from infancy to adulthood	LECTURE & DEMONSTRATION METHOD	3 HOURS
		1.2 Concepts and Principles of development	LECTURE METHOD	3 HOURS
		1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)	LECTURE METHOD	2 HOURS
		1.4 Nature vs Nurture	LECTURE METHOD	2 HOUR
		1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)	LECTURE METHOD	2 HOURS
2.	Unit 2: Theoretical Approaches to Development	2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)	LECTURE & FIELD VISIT METHOD	4 HOURS
		2.2 Psychosocial Theory (Erikson)	LECTURE & FIELD VISIT METHOD	2 HOURS





		2.3 Psychoanalytic Theory (Freud)	LECTURE & FIELD VISIT METHOD	2 HOURS
		2.4 Ecological Theory (Bronfenbrenner)	LECTURE METHOD	2 HOURS
		2.5 Holistic Theory of Development (Steiner)	LECTURE METHOD	2 HOURS
3.	Unit 3: The Early Years (Birth to Eight Years)	3.1 Prenatal development: Conception, stages and influences on prenatal development	LECTURE METHOD	2 HOURS
		3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development	LECTURE METHOD	2 HOURS
		3.3. Milestones and variations in Development	LECTURE METHOD	3 HOURS
		3.4 Environmental factors influencing early childhood development	LECTURE METHOD	3 HOURS
		3.5 Role of play in enhancing development	LECTURE METHOD	2 HOURS
4.	Unit 4: Early Adolescence (From nine years to eighteen years)	4.1 Emerging capabilities across domains of physical and social emotional	LECTURE METHOD	3 HOURS
		4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics	LECTURE METHOD	3 HOURS
		4.3 Issues related to puberty	LECTURE METHOD	2 HOURS
		4.4 Gender and development	LECTURE METHOD	2 HOURS
		4.5 Influence of the environment (social, cultural, political) on the growing child	LECTURE METHOD	2 HOURS
5.	Unit 5: Transitions into Adulthood	5.1 Psychological well-being	LECTURE METHOD	2 HOURS
		5.2 Formation of identity and self-concept	LECTURE METHOD	3 HOURS
		5.3 Emerging roles and responsibilities	LECTURE METHOD	2 HOURS
		5.4 Life Skills and independent living	LECTURE METHOD	3 HOURS
		5.5 Career Choices	LECTURE METHOD	2 HOURS

Theory Semester - I

Paper A2: Contemporary India and Education

Total Marks: 100

Total hours: 60

FACULTY NAME: Ms. Swati Kaushik - SK

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Philosophical Foundations of Education	1.1 Education: Concept, definition and scope	LECTURE METHOD	3 HOURS
		1.2 Agencies of Education: School, family, community and media	LECTURE METHOD	3 HOURS
		1.3 Philosophies of Education: Idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism	LECTURE METHOD	2 HOURS
		1.4 Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)	LECTURE METHOD	2 HOUR
		1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)	LECTURE METHOD	2 HOURS
2.	Unit 2: Understanding Diversity	2.1 Concept of Diversity	LECTURE & DEMONSTRATION METHOD	4 HOURS
		2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability	LECTURE & DEMONSTRATION METHOD	2 HOURS
		2.3 Diversity in learning and play	LECTURE & DEMONSTRATION METHOD	2 HOURS
		2.4 Addressing diverse learning needs	LECTURE & DEMONSTRATION METHOD	2 HOURS
		2.5 Diversity: Global Perspective	LECTURE & DEMONSTRATION METHOD	2 HOURS
3.	Unit 3: Contemporary Issues and Concerns	3.1 Universalisation of School Education, Right to Education and Universal Access	LECTURE METHOD	2 HOURS
		3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning	LECTURE METHOD	2 HOURS

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3 HOURS	LECTURE METHOD	3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled		
3 HOURS	LECTURE METHOD	3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues		
2 HOURS	LECTURE METHOD	3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system		
3 HOURS	LECTURE METHOD	4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice	4. Unit 4: Education Commissions and Policy (School Education)	
3 HOURS	LECTURE METHOD	4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)		
2 HOURS	LECTURE METHOD	4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).		
2 HOURS	LECTURE METHOD	4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009		
2 HOURS	LECTURE METHOD	4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCPRD, 2006; MDG, 2015; INCHEON strategies		
2 HOURS	LECTURE METHOD	5.1 Challenges of education from preschool to senior secondary	5. Unit 5: Issues and Trends in Education	
3 HOURS	LECTURE METHOD	5.2 Inclusive education as a rights based model		
2 HOURS	LECTURE METHOD	5.3 Complementarity of inclusive and special schools		
3 HOURS	LECTURE METHOD	5.4 Language issues in education		
2 HOURS	LECTURE METHOD	5.5 Community participation and community based education		

Theory: Semester - I

PAPER B7- Introduction to Sensory Disabilities (VI, HI, Deaf-blind)

Total Marks: 100

Total hours: 30

FACULTY NAME: Mr. Jitender Shrivastav-JS/ Mr.Sandeep-SU/Harish Kumar-HK- Guest faculty

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Hearing Impairment: Nature & Classification	1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)	LECTURE METHOD	3 HOURS
		1.2 Importance of hearing	LECTURE METHOD	3 HOURS
		1.3 Process of hearing & its impediment leading to different types of hearing loss	LECTURE METHOD	2 HOURS
		1.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped	LECTURE METHOD	2 HOUR
		1.5 Challenges arising due to congenital and acquired hearing loss	LECTURE METHOD	2 HOURS
2.	Unit 2: Impact of Hearing Loss	2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication	LECTURE METHOD	4 HOURS
		2.2 Language & communication issues attributable to hearing loss and need for early intervention	LECTURE METHOD	2 HOURS
		2.3 Communication options, preferences & facilitators of individuals with hearing loss	LECTURE METHOD	2HOURS
		2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss	LECTURE METHOD	2 HOURS
		2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)	LECTURE METHOD	2 HOURS
3.	Unit 3: Visual Impairment-- Nature and Assessment	3.1. Process of Seeing and Common Eye Disorders in India	LECTURE METHOD	2 HOURS
		3.2. Blindness and Low Vision--Definition and Classification	LECTURE METHOD	2 HOURS
		3.2. Demographic Information--NSSO and Census 2011	LECTURE METHOD	3 HOURS
		3.4. Importance of Early Identification and Intervention	LECTURE METHOD	3 HOURS

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2 HOURS	LECTURE METHOD	3.5. Functional Assessment Procedures		
3 HOURS	LECTURE METHOD	4.1. Effects of Blindness--Primary and Secondary		4. Unit 4: Educational Implications of Visual Impairment
3 HOURS	LECTURE METHOD	4.2. Selective Educational Placement		
2 HOURS	LECTURE METHOD	4.3. Teaching Principles		
2 HOURS	LECTURE METHOD	4.4. Expanded Core Curriculum-- Concept and Areas		
2 HOURS	LECTURE METHOD	4.5. Commonly Used Low Cost and Advanced Assistive Devices		
2 HOURS	LECTURE METHOD	5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness		5. Unit 5: Deaf-blindness
3 HOURS	LECTURE METHOD	5.2 Effects and implications of deaf-blindness on activities of daily living & education		
2 HOURS	LECTURE METHOD	5.3 Screening, assessment, identification & interventional strategies of deaf-blindness		
3 HOURS	LECTURE METHOD	5.4 Fostering early communication development: Methods, assistive devices and practices including AAC		
2 HOURS	LECTURE METHOD	5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness		

Theory: Semester – I (Common Paper)

PAPER B8- Introduction to Neuro Developmental Disabilities (LD, ID / MR, ASD)

Total Marks: 100

Total hours: 30

FACULTY NAME: Ms. Madhu Bala - MB

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Learning Disability: Nature, Needs and Intervention	1.1 Definition, Types and Characteristics	LECTURE METHOD	2 HOURS
		1.2 Tools and Areas of Assessment	LECTURE METHOD	2 HOURS
		1.3 Strategies for reading, Writing and Maths	LECTURE METHOD	2 HOURS
		1.4 Curricular Adaptation, IEP, Further Education	LECTURE METHOD	2 HOURS
		1.5 Transition Education, Life Long Education	LECTURE METHOD	2 HOURS
2.	Unit 2: Intellectual Disability: Nature, Needs and Intervention	2.1 Definition, Types and Characteristics	LECTURE METHOD	2 HOURS
		2.2 Tools and Areas of Assessment	LECTURE METHOD	2 HOURS
		2.3 Strategies for Functional Academics and Social Skills	LECTURE METHOD	2 HOURS
		2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education	LECTURE METHOD	2 HOURS
		2.5 Vocational Training and Independent Living	LECTURE METHOD	2 HOURS
3.	Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention	3.1 Definition, Types and Characteristics	LECTURE METHOD	2 HOURS
		3.2 Tools and Areas of Assessment	LECTURE METHOD	2 HOURS
		3.3 Instructional Approaches	LECTURE METHOD	2 HOURS
		3.4 Teaching Methods	LECTURE METHOD	2 HOURS
		3.5 Vocational Training and Career Opportunities	LECTURE METHOD	2 HOURS



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Theory-Semester I

PAPER-B9: Introduction to Locomotor & Multiple Disabilities (Deaf- Blind, CP, MD)

Total Marks: 100

Total Hours: 30

FACULTY NAME: Mr. Sandeep Tiwari - ST

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Cerebral Palsy (CP)	1.1. CP: Nature, Types and Its Associated Conditions 1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits) 1.3. Provision of Therapeutic Intervention and Referral of Children with CP 1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School 1.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities	LECTURE METHOD	2 HOURS
2.	Unit 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy	2.1. Definition, Meaning and Classification 2.2. Assessment of Functional Difficulties 2.3. Provision of Therapeutic Intervention and Referral 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School 2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology	LECTURE METHOD	2 HOURS
3.	Unit 3: Multiple Disabilities and Other Disabling Conditions	3.1 Multiple Disabilities: Meaning and Classifications 3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions	LECTURE METHOD	2 HOURS



Theory Semester - I

PAPER C12 - Assessment and Identification of Needs

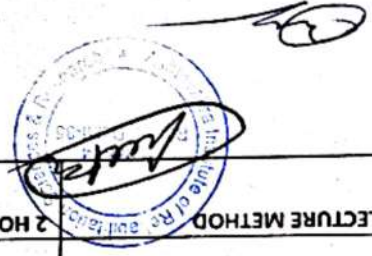
Total Marks: 100

Total hours: 60

FACULTY NAME: Mohd. Haseeb Ahmad - HA

		3.3 Other Disabling Conditions such as Leprosy Cured Students, Tubercous Sclerosis and Multiple Sclerosis	LECTURE METHOD	2 HOURS
		3.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School	LECTURE METHOD	2 HOURS
		3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology	LECTURE METHOD	2 HOURS

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1. Introduction to Autism Spectrum Disorders (ASD)	1.1 Concept and definition of Autism Spectrum Disorders	LECTURE METHOD	3 HOURS
		1.2 The ASD Triad	LECTURE METHOD	3 HOURS
		1.3 Historical perspective to ASD	LECTURE METHOD	2 HOURS
		1.4 Prevalence and incidence of ASD	LECTURE METHOD	2 HOUR
		1.5 Theoretical perspective: Empathising-Systemising Theory, Central Coherence Theory, Executive Dysfunction Theory	LECTURE METHOD	2 HOURS
2.	Unit 2: Types and Characteristics	2.1 Autism 2.1 Concept, Meaning, Definition and urpose of Educational assessment	LECTURE METHOD	4 HOURS
		2.2 Asperger's Syndrome	LECTURE METHOD	2 HOURS



2 HOURS	LECTURE METHOD	2.3 Rett Syndrome		
2 HOURS	LECTURE METHOD	2.4 Childhood Disintegrative Disorders		
2 HOURS	LECTURE METHOD	2.5 Pervasive Developmental Disorders-not Otherwise Specified		
2 HOURS	LECTURE METHOD	3.1 Hyperlexia		
2 HOURS	LECTURE METHOD	3.2 Semantic pragmatic and sensory integration disorders		
3 HOURS	LECTURE METHOD	3.3 Non-Verbal Learning Disability		
3 HOURS	LECTURE METHOD	3.4 Prader Willis Syndrome		
2 HOURS	LECTURE METHOD	3.5 Fragile X Syndrome		
3 HOURS	LECTURE METHOD	4.1 Screening, diagnosis and assessment - Concept and definition - Tools: checklist, standardized test & criteria, observation	4. Unit 4: Identification and Assessment	
3 HOURS	LECTURE METHOD	4.2 Screening Tools: CHAT; MCHAT; Infant-Toddler Checklist; QCHAT; Autism Spectrum Screening Questionnaire		
2 HOURS	LECTURE METHOD	4.3 Diagnostic Criteria and Tools: DSM-V; ICD-10; ADOS, ADI-R, CARS, GARS, ISAA		
2 HOURS	LECTURE METHOD	4.4 Areas of Assessment of- Psychological: WISC, Malins, Binet-Kamath-Developmental: Infant-Toddler Checklist, Child Developmental Screening- Educational: Psycho-Educational Profile; Adolescents and Adults Psycho Educational Profile, Curricular based assessment, FACP, EACCID - Functional: Functional Analysis- Behavior: Vineland Social Maturity Scale, ABS, Assessment of Basic Language and Learning Skills (ABLS), Behavior Problem Inventory, BASIC-MR, and BASAL-MR		
2 HOURS	LECTURE METHOD	4.5 Teacher competencies in assessment		

PRACTICALS: Semester – I

PAPER E1: Cross Disability and Inclusion

Total Marks: 100

Total Hours:

FACULTY NAME: Mohd. Haseeb Ahmad - HA

Procedure:

5.	Units:ASD- Differential Assessment	5.1 Need for differential assessment	LECTURE METHOD	2 HOURS
		5.2 Assessment of Language and Communication	LECTURE METHOD	3 HOURS
		5.3 Assessment of Perceptual motor skills	LECTURE METHOD	2 HOURS
		5.4 Assessment of sensory processes	LECTURE METHOD	3 HOURS
		5.5 Critical aspects of assessment: training and procedure	LECTURE METHOD	2 HOURS

Tasks for the Student-teachers	Disability Focus	Educational Setting	Credit/ Hours	Hrs(60)	Description	Faculty
Classroom observation	Autism Spectrum Disorder	Special school	3 credits/ 90 hours	40	Minimum 30 school Periods	
	Intellectual Disability / Deaf-blind Disorder	Minimum 3 Special schools for other disabilities		25	Minimum 30 school Periods	
	Visual Impairment/ Hearing Impairment/ Learning Disability	Inclusive Schools		25	Minimum 10 school Periods	





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Semester - II

Semester II:
THEORY PAPER A3: Learning, Teaching and Assessment

Total Marks: 100

Total Hours: 60

FACULTY NAME: Mohd. Haseeb Ahmad – HA

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Human Learning and Intelligence	1.1 Human learning: Meaning, definition and concept formation	LECTURE METHOD	3 HOURS
		1.2 Learning theories: - Behaviourism: Pavlov, Thorndike, Skinner - Cognitivism: Piaget, Bruner - Social Constructivism: Vygotsky, Bandura	LECTURE METHOD	3 HOURS
		1.3 Intelligence: - Concept and definition - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinerberg)	LECTURE METHOD	2 HOURS
		1.4 Creativity: Concept, Definition and Characteristics	LECTURE METHOD	2 HOURS
		1.5 Implications for Classroom Teaching and Learning	LECTURE METHOD	2 HOURS
2.	Unit 2: Learning Process and Motivation	2.1 Sensation: Definition and Sensory Process	LECTURE METHOD	4 HOURS
		2.2 Attention: Definition and Affecting Factors	LECTURE METHOD	2 HOURS
		2.3 Perception: Definition and Types	LECTURE METHOD	2 HOURS
		2.4 Memory, Thinking, and Problem Solving	LECTURE METHOD	2 HOURS
		2.5 Motivation: Nature, Definition and Maslow's Theory	LECTURE METHOD	2 HOURS
3.	Unit 3: Teaching Learning Process	3.1 Maxims of Teaching	LECTURE METHOD	2 HOURS
		3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect	LECTURE METHOD	2 HOURS
		3.3 Stages of Learning: Acquisition, Maintenance, Generalization	LECTURE METHOD	3 HOURS
		3.4 Learning Environment: Psychological and Physical	LECTURE METHOD	3 HOURS
		3.5 Leadership Role of Teacher in Classroom, School and Community	LECTURE METHOD	2 HOURS
4.	Unit 4: Overview of Assessment and School System	4.1 Assessment: Conventional meaning and constructivist perspective	LECTURE METHOD	3 HOURS
		4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference	LECTURE METHOD	3 HOURS
		4.3 Comparing and contrasting assessment, evaluation, measurement, test	LECTURE METHOD	2 HOURS

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LECTURE METHOD	2 HOURS	4.4 Formative and summative evaluation, Curriculum Based Measurement					
LECTURE METHOD	2 HOURS	4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option					
LECTURE METHOD	2 HOURS	5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure				Unit 5: Assessment: Strategies and Practices	5.
LECTURE METHOD	3 HOURS	5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level					
LECTURE METHOD	2 HOURS	5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions					
LECTURE METHOD	3 HOURS	5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations					
LECTURE METHOD	2 HOURS	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), NCF (2005) and RTE (2009)					

Theory Semester - II

PAPER A4 - PEDAGOGY OF TEACHING MATHEMATICS

Total marks: 100

Total hours: 60

FACULTY NAME: Dr. Ketki - (K)/ Dr. Poonam Gaur- DPG

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Nature of Mathematics	1.1 Meaning, Nature, Importance and Value of Mathematics	LECTURE METHOD	3 HOURS
		1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics	LECTURE METHOD	3 HOURS
		1.3 Historical Development of Notations and Number Systems	LECTURE METHOD	2 HOURS
		1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)	LECTURE METHOD	2 HOURS
		1.5 Perspectives on Psychology of Teaching and Learning of Mathematics Constructivism, Enactivism, Vygotskian Perspectives, and Zone of Proximal Development	LECTURE METHOD	2 HOURS
2.	Unit 2: Objectives and Instructional Planning in Mathematics	2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools	LECTURE METHOD	4 HOURS
		2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms	LECTURE METHOD	2 HOURS
		2.3 Lesson Planning - Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry	LECTURE METHOD	2 HOURS
		2.4 Unit Planning - Format of A Unit Plan	LECTURE METHOD	2 HOURS
		2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc	LECTURE METHOD	2 HOURS
3.	Unit 3: Strategies for Learning and Teaching Mathematics	3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts	LECTURE METHOD	2 HOURS
		3.2 Learning By Exposition: Advanced Organizer Model	LECTURE METHOD	2 HOURS
		3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project	LECTURE METHOD	3 HOURS

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3 HOURS	LECTURE METHOD	3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brainstorming and Computer Assisted Instruction (CAI)		
2 HOURS	LECTURE METHOD	3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/ Contextual Learning		
3 HOURS	LECTURE METHOD	4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory	Resources in Mathematics for Students with Disabilities	4.
3 HOURS	LECTURE METHOD	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		
2 HOURS	LECTURE METHOD	4.3 Bulletin Boards and Mathematics Club		
2 HOURS	LECTURE METHOD	4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips		
2 HOURS	LECTURE METHOD	4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities		
2 HOURS	LECTURE METHOD	5.1 Assessment and Evaluation- Concept, Importance and Purpose	Unit 5: Assessment and Evaluation for Mathematics Learning	5.
3 HOURS	LECTURE METHOD	5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures		
2 HOURS	LECTURE METHOD	5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics		
3 HOURS	LECTURE METHOD	5.4 Preparation of Diagnostic and Achievement Test		
2 HOURS	LECTURE METHOD	5.5 Adaptations in Evaluation Procedure for Students With Disabilities		

Theory Semester - II

PAPER A4 - PEDAGOGY OF TEACHING SCIENCE

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Dinesh Bindal – (DB)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Nature and Significance of Science	1.1 Nature, Scope, Importance and Value of Science	LECTURE METHOD	3 HOURS
		1.2 Science As An Integrated Area of Study	LECTURE METHOD	3 HOURS
		1.3 Science and Modern Indian Society: Relationship of Science and Society	LECTURE METHOD	2 HOURS
		1.4 Impact of Science with Special Reference to issues related with Environment, Industrialization and Disarmament	LECTURE METHOD	2 HOURS
		1.5 Role of Science for Sustainable Development	LECTURE METHOD	2 HOURS
2.	Unit 2: Planning for School Instruction	2.1 Aims and Objectives of Teaching Science in Elementary and Secondary	LECTURE METHOD	4 HOURS
		2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms	LECTURE METHOD	2 HOURS
		2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences	LECTURE METHOD	2 HOURS
		2.4 Unit Planning – Format of A Unit Plan	LECTURE METHOD	2 HOURS
		2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis	LECTURE METHOD	2 HOURS
3.	Unit 3: Approaches and Methods of Teaching Sciences	3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach	LECTURE METHOD	2 HOURS
		3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)	LECTURE METHOD	2 HOURS
		3.3 Project Method and Heuristic Method	LECTURE METHOD	3 HOURS
		3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.),	LECTURE METHOD	3 HOURS

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		Situated/Contextual Learning with reference to Children with Disabilities		
	LECTURE METHOD	3.5 Constructivist Approach and its Use in Teaching Science		
	LECTURE METHOD	2 HOURS		
4.		Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science		
	LECTURE METHOD	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)		
	LECTURE METHOD	3 HOURS		
	LECTURE METHOD	4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities		
	LECTURE METHOD	3 HOURS		
	LECTURE METHOD	4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities		
	LECTURE METHOD	2 HOURS		
	LECTURE METHOD	4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining		
	LECTURE METHOD	2 HOURS		
	LECTURE METHOD	4.5 Museum, Botanical And Zoological Garden: Role in Teaching		
	LECTURE METHOD	2 HOURS		
5.		Unit 5: Evaluation		
	LECTURE METHOD	5.1 Evaluation-Concept, Nature and Need		
	LECTURE METHOD	2 HOURS		
	LECTURE METHOD	5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment		
	LECTURE METHOD	3 HOURS		
	LECTURE METHOD	5.3 Tools and Techniques for Formative and Summative Assessments		
	LECTURE METHOD	2 HOURS		
	LECTURE METHOD	5.4 Preparation of Diagnostic Test and Achievement Test		
	LECTURE METHOD	3 HOURS		
	LECTURE METHOD	5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities		
	LECTURE METHOD	2 HOURS		

Theory: Semester - II

PAPER A4 - PEDAGOGY OF TEACHING SOCIAL SCIENCE

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Rajani Yadav – (RY)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit I: Nature of Social Sciences	1.1 Concept, scope and nature of social science	LECTURE METHOD	3 HOURS
		1.2 Difference between social sciences and social studies	LECTURE METHOD	3 HOURS
		1.3 Aims and objectives of teaching social science at school level	LECTURE METHOD	2 HOURS
		1.4 Significance of social science as a core subject	LECTURE METHOD	2 HOURS
		1.5 Role of social science teacher for an egalitarian society	LECTURE METHOD	2 HOURS
2.	Unit II: Curriculum and Instructional Planning	2.1 Organization of social science curriculum at school level	LECTURE METHOD	4 HOURS
		2.2 Instructional Planning: Concept, need and importance	LECTURE METHOD	2 HOURS
		2.3 Unit plan and Lesson plan: need and importance	LECTURE METHOD	2 HOURS
		2.4 Procedure of Unit and Lesson Planning	LECTURE METHOD	2 HOURS
		2.5 Adaptation of unit and lesson plans for children with disabilities	LECTURE METHOD	2 HOURS
3.	Unit III: Approaches to teaching of Social Science	3.1 Curricular approaches: a) Coordinational, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive	LECTURE METHOD	2 HOURS
		3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method	LECTURE METHOD	2 HOURS
		3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving	LECTURE METHOD	2 HOURS
		3.3 Accommodations required in approaches for teaching children with disabilities	LECTURE METHOD	2 HOURS
		3.4 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	LECTURE METHOD	2 HOURS





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		Presentation	
		3.5 Adaptations of material for teaching children with disabilities	LECTURE METHOD 2 HOURS
4.	Unit IV: Evaluation of Learning in Social Science	4.1 Purpose of evaluation in social science	LECTURE METHOD 3 HOURS
		4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio	LECTURE METHOD 3 HOURS
		4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects	LECTURE METHOD 2 HOURS
		4.4 Construction of teacher made test	LECTURE METHOD 2 HOURS
		4.5 Diagnostic testing and enrichment techniques for children with disabilities	LECTURE METHOD 2 HOURS
5.	Unit V: Social Science Teacher as a Reflective Practitioner	5.1 Being a reflective practitioner- use of action research	LECTURE METHOD 3 HOURS
		5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science	LECTURE METHOD 2 HOURS
		5.3 Case study- Need and Importance for a School Teacher	LECTURE METHOD 3 HOURS
		5.4 Development of a Professional Portfolio/ Teaching Journal	LECTURE METHOD 2 HOURS
		5.5 Competencies for teaching Social science to children with disabilities	LECTURE METHOD 2 HOURS

Theory—Semester II

THEORY PAPER AS: PEDAGOGY OF TEACHING ENGLISH

Total Marks: 100

Total Hours: 60

FACULTY NAME: Mrs. Sanjana Mittal

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Nature of English Language & Literature	1.1 Principles of Language Teaching	LECTURE METHOD	3 HOURS
2.	Unit 2: Instructional Planning	1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)	LECTURE METHOD	3 HOURS
		1.3 English Language in the school context: An Evolutionary Perspective	LECTURE METHOD	2 HOURS
		1.4 Current Trends in Modern English Literature in Indian context	LECTURE METHOD	2 HOURS
		1.5 Teaching as second language in Indian context.	LECTURE METHOD	2 HOURS
		2.1 Aims and objectives of Teaching English at different stages of schooling	LECTURE METHOD	4 HOURS
3.	Unit 3: Approaches and Methods of Teaching English	2.2 Instructional Planning: Need and Importance	LECTURE METHOD	2 HOURS
		2.3 Unit and lesson plan: Need and Importance	LECTURE METHOD	2 HOURS
		2.4 Procedure of Unit and Lesson Planning	LECTURE METHOD	2 HOURS
		2.5 Planning and adapting units and lessons for children with disabilities	LECTURE METHOD	2 HOURS
		3.1 Difference between an approach and a method	LECTURE METHOD	2 HOURS
		3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach	LECTURE METHOD	2 HOURS
		3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- I) Translation method. II) Structural – Situational method. III) Direct method	LECTURE METHOD	3 HOURS
		3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing	LECTURE METHOD	3 HOURS
		3.5 Accommodation in approaches and techniques in teaching children with disabilities	LECTURE METHOD	2 HOURS
		4.1 Importance of instructional material and their effective use	LECTURE METHOD	3 HOURS
	Unit 4: Instructional Materials			



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3 HOURS	LECTURE METHOD	4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language Games, reading cards, Worksheets, Handouts, and Power Point Presentation
2 HOURS	LECTURE METHOD	4.3 Construction of a teacher made test for English proficiency
2 HOURS	LECTURE METHOD	4.4 Teaching portfolio
2 HOURS	LECTURE METHOD	4.5 Adaptations of teaching material for children with disabilities
Unit 5 : Evaluation		
2 HOURS	LECTURE METHOD	5.1 Evaluation - Concept and Need
3 HOURS	LECTURE METHOD	5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
2 HOURS	LECTURE METHOD	5.3 Adaptation of Evaluation Tools for Children with Disabilities
3 HOURS	LECTURE METHOD	5.4 Individualized assessment for Children with Disabilities
2 HOURS	LECTURE METHOD	5.5 Error analysis, Diagnostic tests and Enrichment measures

Theory: Semester – II

PAPER A5 – PEDAGOGY OF TEACHING HINDI

Total marks: 100

Total hours: 60

FACULTY NAME: Mrs. Sarsawati Sharma – (SS)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	इकाई 1: भाषा, हिंदी भाषा की प्रकृति और प्रतीकता	1.1 भाषा का प्रत्यय और उपयोजिता।	LECTURE METHOD	2 HOURS
		1.2 बोली, विभाषा और मानक भाषा का प्रत्यय	LECTURE METHOD	2 HOURS
		1.3 शिक्षा, समाज, राजनीति, व्यापार, शोध एवं विकास में भाषा का योगदान	LECTURE METHOD	2 HOURS
		1.4 हिंदी भाषा का नामकरण, संस्कृत से हिंदी के उद्भव की प्रतिक्रिया।	LECTURE METHOD	2 HOURS
		1.5 विश्वभाषा और भाषाई भाषा के रूप में हिंदी के विकास का आकलन	LECTURE METHOD	2 HOURS
		1.6 मूलभूत भाषा कोशिका - श्रवण, वाचन, लेखन का परिचय	LECTURE METHOD	2 HOURS
2.	इकाई 2: पाठ्यपत्र संरचना	1.1 हिंदी साहित्य का सामान्य परिचय	LECTURE METHOD	2 HOURS
		1.2 हिंदी गद्य साहित्य की परम्परागत विधाएँ - कहानी, नाटक और महाकाव्य	LECTURE METHOD	3 HOURS
		1.3 हिंदी गद्य साहित्य की आधुनिक विधाएँ - उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण	LECTURE METHOD	3 HOURS
		1.4 हिंदी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समविष्ट प्रत्यय	LECTURE METHOD	2 HOURS
		1.5 माध्यमिक स्तर पर हिंदी पर्यवर्तनी का आकलन	LECTURE METHOD	2 HOURS
		3.1 माध्यमिक स्तर पर उच्चार हिंदी शिक्षण के लक्ष्य और उद्देश्य	LECTURE METHOD	1 HOURS
3.	इकाई 3: भाषा अधिगम की प्रकृति और पाठ नियोजन	3.2 इकाई नियोजन का प्रत्यय, महत्व और निर्माणविधि।	LECTURE METHOD	2 HOURS
		3.3 पाठ योजना का परिचय, प्रयोग और महत्व	LECTURE METHOD	2 HOURS
		3.4 पाठ योजना के वर्ण और उनका क्रिया-वर्णन	LECTURE METHOD	2 HOURS
		3.5 हिंदी शिक्षण के शैक्षणिक, बौध्दात्मक, कोशलात्मक और कठिना उद्देश्यों का निर्धारण	LECTURE METHOD	2 HOURS
		3.6 विशिष्ट उद्देश्यों का व्यवहारिक शब्दावली में लेख	LECTURE METHOD	1 HOURS
		3.7 पाठ योजना के स्तर वयात्मक उपपन्न का परिचय और अभ्यास	LECTURE METHOD	2 HOURS
		4.1 माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोजिता	LECTURE METHOD	3 HOURS
4.	इकाई 4: हिंदी की विविध विधयों के शिक्षण की विधियों का परिचय और प्रयोग	4.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विवरण और संयुक्त विधि का परिचय और इतकी समीक्षा।	LECTURE METHOD	3 HOURS
		4.3 माध्यमिक कक्षाओं के पाठ्यक्रम में गद्य के समावेश की उपयोजिता।	LECTURE METHOD	3 HOURS



3



LECTURE METHOD	3 HOURS	4.4 पर शिक्षण की शब्दावली कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।		
LECTURE METHOD	3 HOURS	4.5 माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयुक्तता।		
LECTURE METHOD	3 HOURS	4.6 व्याकरण शिक्षण की निगमन, आगमन, भाषासंज्ञा और पाठ्य-पुस्तक विधियों का मूल्यांकन।		
LECTURE METHOD	3 HOURS	5.1 शिक्षण उपकरणों का सन्दर्भ, महत्व और लाभ।	5. शिक्षण में सहोपयुक्त सामग्री का प्रयोग	
LECTURE METHOD	3 HOURS	5.2 अधिगम शिक्षण के दृश्य उपकरणों के प्रकार।		
LECTURE METHOD	3 HOURS	5.3 दृश्य उपकरणों - कार्ड की प्रयोग विधि। यामपण्ड, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यालय प्रतिरूप और पक्षीय		
LECTURE METHOD	3 HOURS	5.4 श्रवण उपकरणों का मूल्यांकन। डिस्क व कैसट्स के प्रयोग की विधि और अभ्यास।		
LECTURE METHOD	3 HOURS	5.5 मुद्रित श्रवण उपकरणों - अखबार, पत्रिकाओं और पुस्तकों का सहोपयुक्त उपकरणों के रूप में प्रयोग।		
LECTURE METHOD	3 HOURS	5.6 वैदिक-वैदिक उपकरणों - टेलीविजन, कम्प्यूटर और विज्ञान के सहोपयुक्त उपकरणों के रूप में प्रयोग।		
LECTURE METHOD	3 HOURS	5.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।	इकाई 6: भाषा अधिगम के मूल्यांकन की प्रविष्टि	
LECTURE METHOD	3 HOURS	6.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्व।		
LECTURE METHOD	3 HOURS	6.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ।		
LECTURE METHOD	3 HOURS	6.3 लेखन, पठन, श्रवण, सुनिश्च, टी.वी. वीडियो, टि.वी. वीडियो, ऑडियो, आभासी भाषा और काव्योपकरण का सतत एवं व्यापक मूल्यांकन प्रविष्टि द्वारा मूल्यांकन।		
LECTURE METHOD	3 HOURS	6.4 कक्षागत पाठ्यसहाय्य गतिविधियाँ - गीत, अभिनय, संवाद, क्लियरकलाप और नृत्य के गीतों का सतत एवं व्यापक मूल्यांकन प्रविष्टि द्वारा मूल्यांकन।		
LECTURE METHOD	3 HOURS	6.5 विद्यार्थियों के भाषा अधिगम का सवर्धीन बनाना।		
LECTURE METHOD	3 HOURS	7.1 अनुवर्ती विनियमन की आवश्यकता और महत्व।	इकाई 7: विनियमन साधक के रूप में शिक्षक -	
LECTURE METHOD	3 HOURS	7.2 विनियमन के निर्देश और पाठ्यविधियों के निर्माण।		
LECTURE METHOD	3 HOURS	7.3 विद्यार्थियों की अधिगम समस्याओं के निर्दान और समाधान के लिए शिक्षण साधक अनुसन्धान का प्रयोग।		
LECTURE METHOD	3 HOURS	7.4 पाठ्यक्रम, सहोपयुक्त सामग्री और पाठ्यविधियों का आलोचनात्मक विश्लेषण।		
LECTURE METHOD	3 HOURS	7.5 पाठ्यक्रम, सहोपयुक्त सामग्री और पाठ्यविधियों पर परीक्षा विधियों और अभ्यासों की प्रतिक्रियाओं का संश्लेषण।		

Theory: Semester – II

PAPER B6 – INCLUSIVE EDUCATION

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Swati Kaushik - SK

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Introduction to Inclusive Education	1.1 Marginalisation vs. Inclusion: Meaning & Definitions	LECTURE METHOD	3 HOURS
		1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion	LECTURE METHOD	3 HOURS
		1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity	LECTURE METHOD	2 HOURS
		1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment	LECTURE METHOD	2 HOUR
		1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional	LECTURE METHOD	2 HOURS
2.	Unit 2: Policies & Frameworks Facilitating Inclusive Education	2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)	LECTURE METHOD	4 HOURS
		2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)	LECTURE METHOD	2 HOURS
		2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)	LECTURE METHOD	2 HOURS
		2.4 National Commissions & Policies: Kohari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of RCI B.Ed.Spl.Ed. Curriculum Page 61 15 May 2015 Education (1992), National Curricular Framework (2005), National Policy for Persons With Disabilities (2006)	LECTURE METHOD	2 HOURS
		2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009), RMAA (2009), IEDSS (2013)	LECTURE METHOD	2 HOURS
3.	Unit 3: Adaptations and Accommodations and	3.1 Meaning, Difference, Need & Steps	LECTURE METHOD	2 HOURS





		Modifications
		3.2 Specifics for Children with Sensory Disabilities
		LECTURE METHOD 2 HOURS
		3.3 Specifics for Children with Neuro-Developmental Disabilities
		LECTURE METHOD 3 HOURS
		3.4 Specifics for Children with Loco Motor & Multiple Disabilities
		LECTURE METHOD 3 HOURS
		3.5 Engaging Gifted Children
		LECTURE METHOD 2 HOURS
		4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
		LECTURE METHOD 3 HOURS
		4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
		LECTURE METHOD 3 HOURS
		4.3 Differentiated Instructions: Content, Process & Product
		LECTURE METHOD 2 HOURS
		4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
		LECTURE METHOD 2 HOURS
		4.5 ICT for Instructions
		LECTURE METHOD 2 HOURS
5.	Unit 5: Supports and Collaborations for Inclusive Education	5.1 Stakeholders of Inclusive Education & Their Responsibilities
		LECTURE METHOD 2 HOURS
		5.2 Advocacy & Leadership for Inclusion in Education
		LECTURE METHOD 3 HOURS
		5.3 Family Support & Involvement for Inclusion
		LECTURE METHOD 2 HOURS
		5.4 Community Involvement for Inclusion
		LECTURE METHOD 3 HOURS
		5.5 Resource Mobilisation for Inclusive Education
		LECTURE METHOD 2 HOURS

Theory: Semester – II

PAPER CT3 – CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Madhu Bala - MB

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Development of Curriculum	1.1 Curriculum: concept, aims and principles	LECTURE METHOD	3 HOURS
		1.2 Orientations to Curriculum Development a. Child centred b. Society-centred c. Knowledge-centred d. Eclectic	LECTURE METHOD	3 HOURS
		1.3 Approaches: child-centred, activity-centred, Ecological approach	LECTURE METHOD	2 HOURS
		1.4 Types of curriculum: core, support, collateral, hidden and co-curriculum	LECTURE METHOD	2 HOUR
		1.5 Person Centred Program and Individualized Educational Program	LECTURE METHOD	2 HOURS
2.	Unit 2. Curriculum Development and Teaching	2.1 Community and learner needs assessment	LECTURE METHOD	4 HOURS
		2.2 Aims, Goals and Objectives	LECTURE METHOD	2 HOURS
		2.3 Selection of teaching methods and material - Microteaching - Scaffolding - T-L aids	LECTURE METHOD	2 HOURS
		2.4 Implementation and recording	LECTURE METHOD	2 HOURS
		2.5 Evaluation	LECTURE METHOD	2 HOURS
3.	Unit 3: Curricular Focus for Children with ASD	3.1 Language and social communication	LECTURE METHOD	2 HOURS





			3.2 Self-care	LECTURE METHOD	2 HOURS
			3.3 Social behaviour	LECTURE METHOD	3 HOURS
			3.4 Academic skills	LECTURE METHOD	3 HOURS
			3.5 Pre-vocational and leisure	LECTURE METHOD	3 HOURS
4.	Unit 4: Curricular Adaptation for Inclusive Education of Children with ASD	4.1 Adaptation of curriculum for children with ASD	LECTURE METHOD	2 HOURS	
		a. General adaptation	LECTURE METHOD	3 HOURS	
		b. Specific adaptation	LECTURE METHOD	3 HOURS	
		4.5 Accommodation of co-curricular activities and learning material	LECTURE METHOD	3 HOURS	
		4.2 Types of adaptation needed for children with ASD	LECTURE METHOD	3 HOURS	
		a. Content			
		b. Instructional			
		c. Ecological			
		4.4 Accommodation & modification			
		a. Perceptual style			
		b. Cognitive style			
		c. Social style			
		4.4 Adaptation, Accommodation and Modification for Co-Curriculum	LECTURE METHOD	2 HOURS	
		4.5 Accommodation of co-curricular activities and learning material	LECTURE METHOD	2 HOURS	
5.	Unit 5: Methods of Evaluating Children with ASD	5.1 Evaluation: definition and purpos	LECTURE METHOD	2 HOURS	
		5.2 Observation	LECTURE METHOD	3 HOURS	
		5.3 Record Review	LECTURE METHOD	2 HOURS	
		5.4 Teacher made test tests	LECTURE METHOD	3 HOURS	
		5.5 Standardized rating scales	LECTURE METHOD	2 HOURS	

PRACTICAL: Semester – II

PAPER E2 - Disability specialization

Total Marks: 100

Total Hours: 60

FACULTY NAME: Mohd. Haseeb Ahmad

Procedure:

Disability Focus	Education Setting	Hrs	Tasks for the students-teachers	Description	Name of Faculty
ASD	Inclusive school	30	Classroom observation	Observation all subject at different levels minimum 50 school periods.	
General	Institute	20	a. Micro teaching & simulated teaching on selected skills	5 lessons	
General	Institute	20	b. Simulated Lesson with integration of Micro skills	5 lessons	
General	For special school/inclusive setup	30	a. Lesson planning with respect to micro skill for selected subjects	10 lessons	
ASD	Inclusive setup	20	b. Lesson planning focusing on adaptation and differentiation	10 lessons	



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Semester - III

Theory: Semester - III

PAPER C14 - TEACHING APPROACHES AND STRATEGIES

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Swati Kaushik - SK

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME		
1.	Unit 1: Developmental Approach	1.1 Early intervention	LECTURE METHOD	3 HOURS		
		1.2 Floor time	LECTURE METHOD	3 HOURS		
		1.3 LEAP (Learning Experience Alternative Program)	LECTURE METHOD	2 HOURS		
		1.4 Early Start Denver Model	LECTURE METHOD	2 HOUR		
		1.5 JASPER (Joint Attention Symbolic Play Engagement Regulation)	LECTURE METHOD	2 HOURS		
		2.	Unit 2: Behavioural Approach	2.1 Applied behavioural analysis	LECTURE METHOD	4 HOURS
				2.2 Discrete trial training	LECTURE METHOD	2 HOURS
				2.3 TEACH	LECTURE METHOD	2HOURS
				2.4 Analysis of Verbal Behaviour	LECTURE METHOD	2 HOURS
				2.5 Pivotal Response Training	LECTURE METHOD	2 HOURS
Unit 3: Cognitive Approach	3.1 Mind reading			3.1 Mind reading	LECTURE METHOD	2 HOURS
				3.2 Meta-cognitive strategies	LECTURE METHOD	2 HOURS
				3.3 Cognitive behaviour modification	LECTURE METHOD	3 HOURS
				3.4 Teaching of reading and writing	LECTURE METHOD	3 HOURS



3.	Unit 4: Social Approach	3.5 Teaching arithmetic and related areas (money and time)	LECTURE METHOD 2 HOURS
		4.1 Social story	LECTURE METHOD 3 HOURS
		4.2 Comic strips	LECTURE METHOD 3 HOURS
		4.3 Peer-mediated programs	LECTURE METHOD 2 HOURS
		4.4 Sex education and social behaviour	LECTURE METHOD 2 HOURS
		4.5 Self-regulation	LECTURE METHOD 2 HOURS
4.	Unit 5: Teaching Methods and Strategies	5.1 Physical environment and classroom organization	LECTURE METHOD 2 HOURS
		5.2 Task analysis & reinforcement	LECTURE METHOD 3 HOURS
		5.3 Joint Action Routines	LECTURE METHOD 2 HOURS
		5.4 Visual Strategies	LECTURE METHOD 3 HOURS
		5.5 Visual Activity Schedules	LECTURE METHOD 2 HOURS





Theory: Semester – III

PAPER C15 – ASSISTIVE INTERVENTION AND TECHNOLOGY

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Madhu Bala - MB

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME	
1.	Unit 1: Etiological Aspects	1.1 Genetic factors	LECTURE METHOD	3 HOURS	
		1.2 Prenatal factors	LECTURE METHOD	3 HOURS	
		1.3 Perinatal factors	LECTURE METHOD	2 HOURS	
		1.4 Postnatal factors	LECTURE METHOD	2 HOURS	
		1.5 Early Signs and Screening for ASD.	LECTURE METHOD	2 HOURS	
		2. Unit 2: Communication Aspects			
		2.1 Language, Communication, Speech: concept and definition	LECTURE METHOD	4 HOURS	
		2.2 Language	LECTURE METHOD	2 HOURS	
		2.2.1 Components: Semantics, Syntax, Pragmatics			
		2.2.2 Disorders: Echolalia, Perseverance, Neologism			
2.	Unit 2: Communication Aspects	2.3 Communication: Process and Types	LECTURE METHOD	2 HOURS	
		2.4 Speech Disorders: Articulation, Fluency and Voice Disorders	LECTURE METHOD	2 HOURS	
		2.5 Interventions: AAC, PECS, Makaton, and Visual Strategies	LECTURE METHOD	2 HOURS	
		3. Unit 3: Sensory Motor Aspects)			
		3.1 Sensory processes: underlying concepts	LECTURE METHOD	2 HOURS	
		3.2 Sensory processes in ASD	LECTURE METHOD	2 HOURS	
		3.3 Executive function deficits	LECTURE METHOD	3 HOURS	





	LECTURE METHOD	3 HOURS	3.4 Sensory integration therapy
	LECTURE METHOD	2 HOURS	3.5 Sensory integration: aids and devices
4.	LECTURE METHOD	3 HOURS	4.1 AT and AD: Concept and definition
	LECTURE METHOD	3 HOURS	4.2 AD Categories: Low-Tech devices, Mid-Tech devices, High-Tech Devices
	LECTURE METHOD	2 HOURS	4.3 AT for communication: Dynavox, Avaz, Kathamala
	LECTURE METHOD	2 HOURS	4.4 AT for positive behaviour support and recreation: visual schedules, social stories; use of social media, electronic musical instruments
	LECTURE METHOD	2 HOURS	4.5 AT for academic learning: i-pad applications, computer assisted instructions
5.	LECTURE METHOD	2 HOURS	5.1 Assessment areas: Communication, Academic, Motor, Behaviour, Organization, Social Interactions, Transitions, Other concerns
	LECTURE METHOD	3 HOURS	5.2 Assessment of environmental support: Visual clutter, Lighting, Computer Operating System, Staff placement, Other concerns
	LECTURE METHOD	2 HOURS	5.3 Preparation for AT: Selection of devices, Training for device usage
	LECTURE METHOD	3 HOURS	5.4 Selection of goals: Verbal communication, written communication, Academic
	LECTURE METHOD	2 HOURS	5.5 Integration of AT and AD in teaching-learning environment

Unit 4: Assistive Technology (AT) and Assistive Devices (AD)

Unit 5: Need Assessment and Planning for Assistive Technology



S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME		
1.	Unit 1: Transition from adolescence to adulthood for a person with ASD	1.1 Individual Transition Plan	LECTURE METHOD	3 HOURS		
		1.2 Vocational training and higher education	LECTURE METHOD	3 HOURS		
		1.3 Employment: Open, supported, sheltered	LECTURE METHOD	2 HOURS		
		1.4 Mental health in transition	LECTURE METHOD	2 HOURS		
		1.5 Self-disclosure and Advocacy	LECTURE METHOD	2 HOURS		
		2.	Unit 2: Preparedness for Adulthood	2.1 Critical thinking and problem solving	LECTURE METHOD	4 HOURS
				2.2 Supported decision making	LECTURE METHOD	2 HOURS
				2.3 Housing and living arrangements	LECTURE METHOD	2 HOURS
				2.4 Sexuality and Marriage	LECTURE METHOD	2 HOURS
				2.5 Financial management and Guardianship	LECTURE METHOD	2 HOURS
3.	Unit 3: Needs and role of Family and Community	3.1 Parents- needs and responsibilities	LECTURE METHOD	2 HOURS		
		3.2 Siblings- challenges and expectations	LECTURE METHOD	2 HOURS		
		3.3 Peers and Extended family- role and responsibilities	LECTURE METHOD	3 HOURS		
		3.4 Guidance and Counselling	LECTURE METHOD	3 HOURS		
		3.5 Community participation and rehabilitation	LECTURE METHOD	2 HOURS		



Theory: Semester – III

PAPER D17 – READING AND REFLECTING ON TEXTS

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Tarun Patanjali

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Reflections on literacy	1.1 Literacy and Current University Graduates: Status and Concerns	LECTURE METHOD	3 HOURS
		1.2 Role of Literacy in Education, Career and Social Life	LECTURE METHOD	3 HOURS
		1.3 Literacy, Thinking and Self Esteem	LECTURE METHOD	2 HOURS
		1.4 Literacy of Second Language/ English: Need and Strategies	LECTURE METHOD	2 HOURS
		1.5 Basic Braille Literacy	LECTURE METHOD	2 HOURS
2.	Unit 2: Reflections on Reading Comprehension	2.1 Practicing Responses to Text: Personal, Creative and Critical	LECTURE METHOD	4 HOURS
		2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making	LECTURE METHOD	2 HOURS
		2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies	LECTURE METHOD	2 HOURS
		2.4 Basic Understanding of Reading Comprehension of Children with Disabilities	LECTURE METHOD	2 HOURS
3.	Unit 3: Skill Development in Responding to Text	3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing	LECTURE METHOD	2 HOURS
		3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)	LECTURE METHOD	2 HOURS
		3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)	LECTURE METHOD	2 HOURS
		3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading	LECTURE METHOD	3 HOURS
4.	Unit 4: Reflecting Upon Writing as a Process and Organization	4.1 Understanding Writing as a Process: Content (Intent, Audience and Organization)	LECTURE METHOD	3 HOURS





2.	Unit 2: Performing Arts: Dance and Music	2.1 Range of art activities related to dance and music	LECTURE METHOD	4 HOURS
		2.2 Experiencing, responding and appreciating dance and music	LECTURE METHOD	2 HOURS
		2.3 Exposure to selective basic skills required for dance and music	LECTURE METHOD	2 HOURS
		2.4 Dance and Music: Facilitating interest among students: planning and implementing activities	LECTURE METHOD	2 HOURS
		2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations	LECTURE METHOD	2 HOURS
3.	Unit 3: Performing Arts: Drama	3.1 Range of art activities in drama	LECTURE METHOD	2 HOURS
		3.2 Experiencing, responding and appreciating drama	LECTURE METHOD	2 HOURS
		3.3 Exposure to selective basic skills required for drama	LECTURE METHOD	3 HOURS
		3.4 Drama: Facilitating interest among students: planning and implementing activities	LECTURE METHOD	3 HOURS
		3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations	LECTURE METHOD	2 HOURS
4.	Unit 4: Visual Arts	4.1 Range of art activities in visual arts	LECTURE METHOD	3 HOURS
		4.2 Experiencing, responding and appreciating visual art	LECTURE METHOD	3 HOURS
		4.3 Exposure to selective basic skills in visual art	LECTURE METHOD	2 HOURS
		4.4 Art education: Facilitating interest among students: planning and implementing activities	LECTURE METHOD	2 HOURS
		4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations	LECTURE METHOD	2 HOURS
5.	Unit 5: Media and Electronic Arts	5.1 Range of art activities in media and electronic art forms	LECTURE METHOD	2 HOURS
		5.2 Experiencing, responding and appreciating media and electronic arts	LECTURE METHOD	3 HOURS
		5.3 Exposure to selective basic skills in media and electronic arts	LECTURE METHOD	2 HOURS
		5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities	LECTURE METHOD	3 HOURS
		5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations	LECTURE METHOD	2 HOURS

Practical: Semester – III

PAPER E2 – Disability Specialization

Total Marks: 100

Total Hours: 120

FACULTY NAME: Mr. Sandeep Tiwari - ST

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Education Setting	Hrs	No. of Lessons	Faculty
1.1	Community work/Tour	Community	Rural/semi-urban	30	Visit Report	
1.2	Collaborative Teaching	Any Disability	Resource Room /resource room/ Inclusive School	20	10 lessons	
1.3	a. Case study 2 (Individualized)	Other than ASD	Special schools for other disabilities/ Resource Room/ Inclusive School	60	20 lessons	
	b. Group Teaching lessons (selected subjects)	Any Disability	Inclusive Schools	10	00 lessons (05 Language & 05 Non-language)	



Practical: Semester – III

PAPER F1 – Main disability special school (Related to Area C)

Total Marks: 100

Total Hours: 120

FACULTY NAME: Ms. Madhu Bala

Procedure:

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	Hours	Credits	No. of Lessons	Faculty
1	A) Development of social story (minimum 5) B) Teaching of social stories C) Adapt a selected unit of a school Subject (lower level) D) Adapt a selected unit of a school Subject (Higher level)	ASD	Special school/ inclusive school for disability specialisation	15	4	Minimum 10 lessons	
				5			
				35			
				35			



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Semester - IV

Theory: Semester – IV

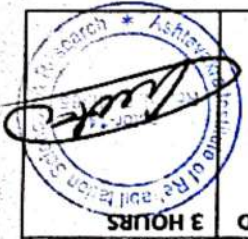
PAPER B10A – APPLIED BEHAVIOUR ANALYSIS

Total marks: 100

Total hours: 30

FACULTY NAME: Ms. Madhu Bala

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Introduction to Applied Behaviour Analysis (ABA)	1.1 Principles of Behavioural Approach	LECTURE METHOD	3 HOURS
		1.2 ABA - Concept and Definition	LECTURE METHOD	3 HOURS
		1.3 Assumptions of ABA – Classical and Operant Conditioning	LECTURE METHOD	3 HOURS
		1.4 Behaviour- Definition and Feature	LECTURE METHOD	3 HOURS
		1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems	LECTURE METHOD	3 HOURS
2.	Unit 2: Strategies for Positive Behaviour Support	2.1 Selection of Behavioural Goals	LECTURE METHOD	3 HOURS
		2.2 Reinforcement - Types: Positive and Negative, Primary and Secondary - Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval	LECTURE METHOD	3 HOURS
		2.3 Discrete Trial Teaching - Discriminative Stimulus - Characteristics - Response - Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal - Consequence - Characteristics - Inter-Trial Interval	LECTURE METHOD	3 HOURS



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		2.4 Application of ABA in Group Setting - Negotiation and contract - Token economy - Response cost - Pairing and fading	
	LECTURE METHOD 3 HOURS	2.5 Leadership role of teacher in promoting positive behaviour	
3.		Unit 3: Management of Challenging Behaviour	
	LECTURE METHOD 3 HOURS	3.1 Differential Reinforcements of Behaviour	
	LECTURE METHOD 3 HOURS	3.2 Extinction and Time Out	
	LECTURE METHOD 3 HOURS	3.3 Response Cost and Overcorrection	
	LECTURE METHOD 3 HOURS	3.4 Maintenance	
	LECTURE METHOD 3 HOURS	3.5 Generalization and Fading	

Theory: Semester – IV

PAPER B11F – VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Total marks: 100

Total hours: 60

FACULTY NAME: Mohd. Haseeb Ahmad

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Fundamentals & Assessment of Vocational Rehabilitation	1.1. Definition, meaning and scope of Vocational Education 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment 1.3. Approaches and models of Vocational training 1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools 1.5. Approaches & Principles of vocational assessment	LECTURE METHOD	2 HOURS
2.	Unit 2: Vocational Transition & Curriculum Planning	2.1. Concept, meaning, importance of transition 2.2. Vocational transition models 2.3. Transitional Planning at pre-vocational & post-vocational level 2.4. Development of Individualized Vocational Transitional Plan 2.5. Development of Vocational Curriculum	LECTURE METHOD	2 HOURS
3.	Unit 3: Process of Vocational Rehabilitation & Placement	3.1. Types of Employment Settings 3.2. Process of Job Placement & Creation of Need-based Employment Settings 3.3. Adaptations, Accommodation, Safety Skills and First Aid 3.4. Self Advocacy & Self Determination Skill Training 3.5. Equal opportunities and attitudes towards persons with disabilities	LECTURE METHOD	2 HOURS



Theory: Semester – IV

PAPER D19 – BASIC RESEARCH AND STATISTICS

Total marks: 100

Total hours: 60

FACULTY NAME: Dr. Preeti Jindal

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Introduction to Research	1.1 Scientific Method	LECTURE METHOD	2 HOURS
		1.2 Research: Concept and Definition	LECTURE METHOD	2 HOURS
		1.3 Application of Scientific Method in Research	LECTURE METHOD	2 HOURS
		1.4 Purpose of Research	LECTURE METHOD	2 HOURS
		1.5 Research in Education and Special Education	LECTURE METHOD	2 HOURS
2.	Unit 2: Types and Process of Research	2.1 Types of Research - Basic/Fundamental - Applied - Action	LECTURE METHOD	2 HOURS
		2.2 Process of Research - Selection of Problem - Formulation of Hypothesis - Collection of Data - Analysis of Data & Conclusion	LECTURE METHOD	2 HOURS
		2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale	LECTURE METHOD	2 HOURS
		2.4 Action Research in Teaching Learning Environment	LECTURE METHOD	2 HOURS
		2.5 Professional Competencies for Research	LECTURE METHOD	2 HOURS
3.	Unit 3: Measurement and Analysis of Data	3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio	LECTURE METHOD	2 HOURS
		3.2 Organization of data: Array, Grouped distribution	LECTURE METHOD	2 HOURS
		3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation	LECTURE METHOD	2 HOURS
		3.4 Correlation: Product Moment and Rank Order Correlation	LECTURE METHOD	2 HOURS
		3.5 Graphic representation of data	LECTURE METHOD	2 HOURS



Practical: Semester – IV

Practical E1: Cross Disability and Inclusion

Total Marks: 100

Total Hours: 120

FACULTY NAME: Mohd. Haseeb Ahmad / Mr. Tarun Patanjali

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Education Setting	Hrs	No. of Lessons	Faculty
1.1	Community work/Tour	Community	Rural/semi-urban	30	Visit Report	
1.2	Collaborative Teaching	Any Disability	Resource Room /resource room/ Inclusive School	20	10 lessons	
1.3	a. Case study 2 (Individualized)	Other than ASD	Special schools for other disabilities/ Resource Room/ Inclusive School	60	20 lessons	
	b. Group Teaching lessons (selected subjects)	Any Disability	Inclusive Schools	10	00 lessons (05 Language & 05 Non-language)	



Practical F2: Other disability special school

Total Marks: 100

Total Hours: 120

FACULTY NAME: Ms. Madhu Bala

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Set up	Hours	No. of Lessons	Faculty
1	1. Development of adaptive devices/TLM for any disability other than ASD	Any Disability Other than ASD	Special schools for other disabilities	70	Minimum 4 devices aids	
	2. Lessons using adaptive devices					



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Practical F3: Inclusive school

Total Marks: 100

Total Hours: 120

FACULTY NAME: Ms. Swati Kaushik

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Set up	Hours	Specification	Faculty
1	Internship-1	Any Disability	Inclusive School	40	NA	
2.	Internship-2	ASD	Special schools /Resource room	50	NA	

