



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 : inforehab@tecrnia.in Website : www.rehab.tecrnia.in



Course / Teaching Plan

B.Ed.Spl.Ed. HI

2023-24






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Semester -I



Semester -I

THEORY PAPER A1: Human Growth & Development

FACULTYNAME: Dr. Sandhya Bindal – DSB / Dr. Nupur Sharma - DNS

Total Marks: 100

Total hours: 60

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	2HOURS
		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	3 HOURS
		4.4 Gender and development	LECTURE METHOD	3 HOURS

Dr. Sandhya Bindal
 Head, Department of Psychology
 Faculty of Education
 University of Delhi, Delhi-85

		4.5 Influence of the environment (social, cultural, political) on the growing child	LECTURE METHOD	2 HOURS
		5.1 Psychological well-being	LECTURE METHOD	2 HOURS
5.	Unit 5: Transitions into Adulthood	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

Paper A2: Contemporary India and Education

Total Marks: 100

Total hours: 60

FACULTY NAME: Mr. Prabhat Ranjan - PR

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



			DEMONSTRATION METHOD	
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
		3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled	LECTURE METHOD	3 HOURS
		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	LECTURE METHOD	3 HOURS
		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	LECTURE METHOD	2 HOURS
4.	Unit 4: Education Commissions and Policy (School Education)	4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice	LECTURE METHOD	3 HOURS
		4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)	LECTURE METHOD	3 HOURS
		4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).	LECTURE METHOD	2 HOURS
		4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009	LECTURE METHOD	2 HOURS
		4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRRP, 2006; MDG, 2015; INCHEON strategies	LECTURE METHOD	2 HOURS
5.	Unit 5: Issues and Trends in Education	5.1 Challenges of education from preschool to senior secondary	LECTURE METHOD	2 HOURS
		5.2 Inclusive education as a rights based model	LECTURE METHOD	3 HOURS
		5.3 Complementarity of inclusive and special schools	LECTURE METHOD	2 HOURS
		5.4 Language issues in education	LECTURE METHOD	3 HOURS
		5.5 Community participation and community based education	LECTURE METHOD	2 HOURS

Signature



Total Marks: 100

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

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
		3.5. Functional Assessment Procedures	LECTURE METHOD	2 HOURS
4.	Unit 4: Educational Implications of Visual Impairment	4.1. Effects of Blindness--Primary and Secondary	LECTURE METHOD	3 HOURS
		4.2. Selective Educational Placement	LECTURE METHOD	3 HOURS
		4.3. Teaching Principles	LECTURE METHOD	2 HOURS
		4.4. Expanded Core Curriculum-- Concept and Areas	LECTURE METHOD	2 HOURS
		4.5. Commonly Used Low Cost and Advanced Assistive Devices	LECTURE METHOD	2 HOURS

Signature and Stamp of the Faculty member.

5.	Unit 5: Deaf-blindness	5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness 5.2 Effects and implications of deaf-blindness on activities of daily living & education 5.3 Screening, assessment, identification & interventional strategies of deaf-blindness 5.4 Fostering early communication development: Methods, assistive devices and practices including AAC 5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	2 3 2 3 2 HOURS HOURS HOURS HOURS HOURS
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Theory: Semester – I (Common Paper)

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

Total Marks: 100

FACULTY NAME: Mr. Parvesh - P

Total hours: 30

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



		3.4 Teaching Methods	LECTURE METHOD 2 HOURS
		3.5 Vocational Training and Career Opportunities	LECTURE METHOD 2 HOURS

Theory-Semester I

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

Total Marks: 100

Total Hours: 30

FACULTY NAME: Dr. Neema Chauhan - NC

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	LECTURE METHOD LECTURE METHOD LECTURE METHOD	2 HOURS 2 HOURS 2 HOURS
		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	LECTURE METHOD	2 HOURS
		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 LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	2 HOURS 2 HOURS 2 HOURS 2 HOURS 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 3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberculous Sclerosis and Multiple Sclerosis 3.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements.	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	2 HOURS 2 HOURS 2 HOURS 2 HOURS

	Positioning and Handling Techniques at Home and School	
	3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology	LECTURE METHOD 2 HOURS

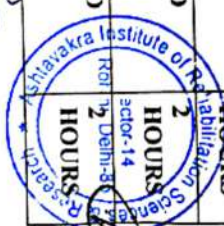
PAPER C12 - Assessment and Identification of Needs

Total Marks: 100

Total hours: 60

FACULTY NAME: Ms. Radha Rani Rawat

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Early Identification of Hearing Loss: Need and Strategies	1.1 Need for early identification of hearing loss	LECTURE METHOD	3 HOURS
		1.2 Overview to behavioural and objective techniques in screening for hearing loss	LECTURE METHOD	3 HOURS
		1.3 Team members involved in hearing screening and their role	LECTURE METHOD	2 HOURS
		1.4 Use of checklists and behavioural observation in early identification of hearing loss	LECTURE METHOD	2 HOUR
		1.5 Referral of children based on signs and symptoms of hearing loss by school teachers (congenital & acquired)	LECTURE METHOD	2 HOURS
2.	Unit 2: Audiological Assessment	2.1 Orientation: Sound, Physical and psychological parameters/attributes, dBHL vs dB SPL, Auditory milestones in typical children (0-2 years)	LECTURE METHOD	2 HOURS
		2.2 Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance	LECTURE METHOD	4 HOURS
		2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry	LECTURE METHOD	2 HOURS
		2.4 Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.	LECTURE METHOD	2 HOURS
3.	Unit 3: Assessment of Language & Communication	2.5 Concept of unaided, aided audiograms, Speech spectrum and its applications	LECTURE METHOD	2 HOURS
		3.1 Communication: Concepts and types (Linguistic versus Non Linguistic)	LECTURE METHOD	2 HOURS
		3.2 Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure	LECTURE METHOD	2 HOURS



		3.3 Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors			
		3.4 Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)			
		3.5 Identification of needs related to communication and language			
	4. Unit 4: Assessment of Speech	4.1 Respiration and Phonation: Pre-requisites, process, types and need for assessment			
		4.2 Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)			
		4.3 Suprasegmental aspects of speech and its assessment			
		4.4 Milestones of speech development in typically developing children			
		4.5 Speech Intelligibility: Concept, Factors & Assessment			
	5. Unit 5: Educational Assessment and Identification of Needs	5.1 Educational assessment: Concept and Scope			
		5.2 Factors affecting educational performance: individual, family and environment			
		5.3 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based			
		5.4 Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern)			
		5.5 Current trends and challenges in assessment: Independent, dual purpose and constructivist perspective and adaptations			

Signature



PRACTICALS: Semester – I

PAPER E1: Cross Disability and Inclusion

Total Marks: 100

Total Hours:10

FACULTY NAME: Ms. Radha Rani Rawat

Procedure:

Tasks for the Student-teachers	Disability Focus	Educational Setting	Credit/ Hours	Hrs(10)	Description	Faculty
Visit to special school for children with hearing impairment	Hearing Impairment	Special school	2 credits/ 10 hours	3	Study the infrastructure available in a special school for children with hearing impairment	Ms. Radha Rani Rawat
	Hearing Impairment	Special school		2	Study the summary report of the evaluation carried out on any two children with hearing impairment & study its implications in terms of educational placement	Ms. Radha Rani Rawat
Identification of hearing loss & its implications						
Classroom teaching observation	Hearing Impairment	Special school		5	Observe the teaching of children with hearing impairment in any one special classroom and write the observation report	Ms. Radha Rani Rawat

Radha Rani Rawat



Semester III

Semester II

THEORY PAPER A3: Learning, Teaching and Assessment



Total Marks: 100

Total Hours: 60

FACULTY NAME: Mr. Jitender Shrivastav-JS / Dr. Nupur Sharma- DNS

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	2 HOURS
		1.3 Intelligence: - Concept and definition - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)	LECTURE METHOD	2 HOUR
		1.4 Creativity: Concept, Definition and Characteristics	LECTURE METHOD	2 HOURS
		1.5 Implications for Classroom Teaching and Learning	LECTURE METHOD	4 HOURS
2.	Unit 2: Learning Process and Motivation	2.1 Sensation: Definition and Sensory Process	LECTURE METHOD	2 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	2 HOURS
		4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination	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.	Unit 5: Assessment: Strategies and Practices	5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning)	LECTURE METHOD	2 HOURS



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 2 HOURS

	landmark, cloze set/open set and other innovative measures) Meaning and procedure	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)	LECTURE METHOD	2 HOURS

Total marks: 100

PAPER A4 - PEDAGOGY OF TEACHING MATHEMATICS

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, Aryabhata, 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



Total marks: 100

PAPER A4 - PEDAGOGY OF TEACHING SCIENCE

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 HOUR
		1.5 Role of Science for Sustainable Development	LECTURE METHOD	2 HOURS
2.	Unit 2: Planning for Instruction	2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School	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
3.	Unit 3: Approaches and Methods of Teaching Sciences	2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis	LECTURE METHOD	2 HOURS
		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.), Situated/Contextual Learning with reference to Children with Disabilities	LECTURE METHOD	3 HOURS
4.	Unit 4: Learning Resources with reference to Children with Disabilities for Teaching	3.5 Constructivist Approach and its Use in Teaching Science	LECTURE METHOD	2 HOURS
		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

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Science	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
	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
	4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining	LECTURE METHOD	2 HOURS
	4.5 Museum, Botanical And Zoological Garden: Role In Teaching	LECTURE METHOD	2 HOURS
5.	Unit 5: Evaluation	LECTURE METHOD	2 HOURS
	5.1 Evaluation- Concept, Nature and Need	LECTURE METHOD	3 HOURS
	5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment	LECTURE METHOD	2 HOURS
	5.3 Tools and Techniques for Formative and Summative Assessments	LECTURE METHOD	3 HOURS
	5.4 Preparation of Diagnostic Test and Achievement Test	LECTURE METHOD	2 HOURS
	5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities	LECTURE METHOD	2 HOURS

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Total marks: 100

PAPER A4 - PEDAGOGY OF TEACHING SOCIAL SCIENCE

Total hours: 60

FACULTY NAME: Ms. Rajani Yadav – (RV)

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 HOUR
		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) Coordination, 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 Presentation	LECTURE METHOD	2 HOURS
4.	Unit IV: Evaluation of Learning in Social Science	3.5 Adaptations of material for teaching children with disabilities	LECTURE METHOD	3 HOURS
		4.1 Purpose of evaluation in social science	LECTURE METHOD	3 HOURS

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Dr. Rajani Yadav
 Head, Department of Education
 R.V. Institute of Research & Development
 Sector 14, Gurgaon, Haryana

	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	LECTURE METHOD	3 HOURS
	5.1 Being a reflective practitioner- use of action research	LECTURE METHOD	2 HOURS
	5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science	LECTURE METHOD	3 HOURS
	5.3 Case study- Need and Importance for a School Teacher	LECTURE METHOD	2 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

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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
		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 HOUR
		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
		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.	Unit 3: Approaches and Methods of Teaching English	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	3 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
		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	LECTURE METHOD	3 HOURS
		4.3 Construction of a teacher made test for English proficiency	LECTURE METHOD	2 HOURS
		4.4 Teaching portfolio	LECTURE METHOD	2 HOURS
		4.5 Adaptations of teaching material for children with disabilities	LECTURE METHOD	2 HOURS




Unit 5 : Evaluation	5.1 Evaluation - Concept and Need	LECTURE METHOD	2 HOURS
	5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)	LECTURE METHOD	3 HOURS
	5.3 Adaptation of Evaluation Tools for Children with Disabilities	LECTURE METHOD	2 HOURS
	5.4 Individualized assessment for Children with Disabilities	LECTURE METHOD	3 HOURS
	5.5 Error analysis, Diagnostic tests and Enrichment measures	LECTURE METHOD	2 HOURS

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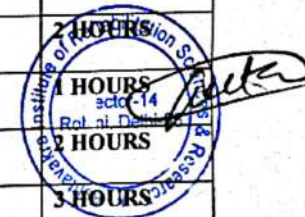
PAPER A5 – PEDAGOGY OF TEACHING HINDI

Total marks: 100

Total hours: 60

FACULTY NAME: Mrs. Sarsawati Sharma – (SS)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	इकाई 1: भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता	1.1 भाषा का प्रत्यय और उपयोगिता।	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 प्रक्रिया।	LECTURE METHOD	2 HOURS
		1.5 विश्वभाषा और भविष्य भाषा के रूप में हिंदी के विकास का आकलन	LECTURE METHOD	2 HOURS
		1.6 मूलभूत भाषा कौशलों - श्रवण, वाचन, पठन, लेखन का परिचय	LECTURE METHOD	2 HOURS
2.	इकाई 2: पाठ्यवस्तु संवर्धन	1.1 हिन्दी साहित्य का सामान्य परिचय	LECTURE METHOD	2 HOURS
		1.2 हिन्दी गद्य साहित्य की परम्परागत विद्याएँ - कहानी, नाटक और महाकाव्य	LECTURE METHOD	3 HOURS
		1.3 हिन्दी गद्य साहित्य की आधुनिक विद्याएँ - 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 पथ्यक्रम में हुए परिवर्तनों का आकलन	LECTURE METHOD	2 HOURS
3.	इकाई 3: भाषा अधिगम की प्रकृति और पाठ नियोजन	3.1 माध्यमिक स्तर पीआर हिंदी शिक्षण के लक्ष्य और उद्देश्य	LECTURE METHOD	1 HOURS
		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 चरण और उनका क्रियान्वयन	LECTURE METHOD	2 HOURS
		3.5 हिंदी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण	LECTURE METHOD	2 HOURS
		3.6 विशिष्ट उद्देश्यों का व्यवहारिक शब्दावली में लेख	LECTURE METHOD	2 HOURS
		3.7 पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास	LECTURE METHOD	2 HOURS
4.	इकाई 4 हिंदी की विविध विधिओं के शिक्षण की विधियों का परिचय और प्रयोग	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।	LECTURE METHOD	3 HOURS



		4.3 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता ।	LECTURE METHOD	3 HOURS
		4.4 पद्य शिक्षण की शब्दार्थ 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 उपयोगिता ।	LECTURE METHOD	3 HOURS
		4.6 व्याकरण शिक्षण की निगमन, आगमन, भाषासंस्मरण और पाठ्य-पुस्तक विधियों का मूल्यांकन ।	LECTURE METHOD	3 HOURS
5.	इकाई 5: भाषा अधिगम - शिक्षण में सहायक सामग्रियों का प्रयोग	5.1 शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ ।	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 । श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश	LECTURE METHOD	3 HOURS
		5.4 श्रव्य उपकरणों कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।	LECTURE METHOD	3 HOURS
		5.5 मुद्रित श्रव्य उपकरणों - अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग	LECTURE METHOD	3 HOURS
		5.6 वैद्युदण्विक उपकरणों टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में - प्रयोग की विधि और उपयोगिता।	LECTURE METHOD	3 HOURS
		5.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।	LECTURE METHOD	3 HOURS
	इकाई 6: भाषा अधिगम के मूल्यांकन की प्रविधि	6.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।	LECTURE METHOD	3 HOURS
		6.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ ।	LECTURE METHOD	3 HOURS
		6.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभा ाण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।	LECTURE METHOD	3 HOURS
		6.4 कक्षागत पाठ्यसहगामी गतिविधियों - गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का -सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।	LECTURE METHOD	3 HOURS
		6.5 विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।	LECTURE METHOD	3 HOURS
	इकाई 7: चिन्तनशील साधक के रूप में शिक्षक -	7.1 अनुवर्ती चिन्तन की आवश्यकता और महत्त्व ।	LECTURE METHOD	3 HOURS
		7.2 चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।	LECTURE METHOD	3 HOURS
		7.3 विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।	LECTURE METHOD	3 HOURS
		7.4 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन ।	LECTURE METHOD	3 HOURS
		7.5 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह ।	LECTURE METHOD	3 HOURS

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PAPER B6 – INCLUSIVE EDUCATION

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Prabhat Ranjan / Ms. Jyoti

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: Polices & 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	2HOURS
		2.4 National Commissions & Policies: Kothari 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 (2006), RMSA (2009), IEDSS (2013)	LECTURE METHOD	2 HOURS
3.	Unit 3: Adaptations Accommodations and Modifications	3.1 Meaning, Difference, Need & Steps	LECTURE METHOD	2 HOURS
		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	3 HOURS
4.	Unit 4: Inclusive Academic Instructions	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



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PAPER C13 – CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Radha Rani Rawat

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Curriculum and Its Designing	1.1. Curriculum-Concept, Types and Models	LECTURE METHOD	3 HOURS
		1.2. Approaches and Steps for Curriculum designing	LECTURE METHOD	3 HOURS
		1.3. Curricular needs of children with hearing impairment in scholastic areas	LECTURE METHOD	2 HOURS
		1.4. Curricular needs of children with hearing impairment in non-scholastic areas	LECTURE METHOD	2 HOUR
		1.5. Curricular framework for 21st Century.	LECTURE METHOD	2 HOURS
2.	Unit 2: Developing Literacy Skills: Reading	2.1. Pre-requisites for reading and emergent reading skills	LECTURE METHOD	4 HOURS
		2.2. Assessment of reading skills at different levels	LECTURE METHOD	2 HOURS
		2.3. Approaches and Strategies to develop reading skills and independent reading	LECTURE METHOD	2HOURS
		2.4. Types and Models of developing reading skills	LECTURE METHOD	2 HOURS
		2.5. Challenges and Remedial strategies	LECTURE METHOD	2 HOURS
3.	Unit 3: Developing Literacy Skills: Writing	3.1. Pre-requisites for writing and emergent writing skills	LECTURE METHOD	2 HOURS
		3.2. Assessment of written language at different levels	LECTURE METHOD	2 HOURS
		3.3. Components and types of writing	LECTURE METHOD	3 HOURS
		3.4. Steps and Strategies in Developing Writing	LECTURE METHOD	3 HOURS
		3.5. Challenges and Remedial Strategies	LECTURE METHOD	2 HOURS
4.	Unit 4: Curricular Adaptation	4.1. Curricular Adaptation- Meaning and Principles	LECTURE METHOD	3 HOURS
		4.2. Need Assessment and decision making for Adaptation	LECTURE METHOD	3 HOURS
		4.3. Adapting Curriculum- Content, Teaching-learning Material, and Instruction	LECTURE METHOD	2 HOURS
		4.4. Types of Adaptation and Process	LECTURE METHOD	2 HOURS



			METHOD	
		4.5. Adaptation and Accommodations in Student's Evaluation and Examinations	LECTURE METHOD	2 HOURS
5.	Unit 5: Curricular Evaluation	5.1. Concept, Need for Curricular Evaluation	LECTURE METHOD	2 HOURS
		5.2. Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)	LECTURE METHOD	3 HOURS
		5.3. Areas of Curricular Evaluation: Context, Input, Process and Product	LECTURE METHOD	2 HOURS
		5.4. Methods and Tools for Curricular Evaluation	LECTURE METHOD	3 HOURS
		5.5. Challenges in Curricular Evaluation	LECTURE METHOD	2 HOURS



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PRACTICAL: Semester – II

PAPER E2 - Disability specialization

Total Hours: 60

Total Marks: 100

FACULTY NAME: Mr. Prabhat Ranjan / Ms. Jyoti / Mr. Devesh Ahirwar

Procedure:

Disability Focus	Education Setting	Hrs	Tasks for the students-teachers	Description	Name of Faculty
Hearing impairment	Institute / Clinic	15	Assessment of hearing	<ul style="list-style-type: none"> *Observation of: BOA, conditioned Pure tone Audiometry, VRA , Speech Audiometry , Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and recommendations *Practicing Ling's 6 sound test 	Mr. Prabhat Ranjan – PR
Hearing impairment	Institute / Clinic	15	Assessment of speech	<ul style="list-style-type: none"> *Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) 3 children each *Observing speech assessment (screening) – 2 children *Carrying out speech assessment (screening) -2 children *Observing speech assessment using standardized tool –2 children 	Mr. Prabhat Ranjan – PR
Hearing impairment	Institute / Clinic	15	Assessment of language	<ul style="list-style-type: none"> *Studying & describing standardized language tests – 1 number *Observations of any one test administration – 1 child *Administering any 1 test in a group *Observation of developmental scale-3 children * Observing a reading comprehension test- 1 group of students of primary level 	Mr. Prabhat Ranjan – PR
Hearing impairment	Institute / Clinic	15	Assessment in developmental psychology	<ul style="list-style-type: none"> *Studying & describing DST, GDS, CPM , SFB ,VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and recommendations 	Mr. Prabhat Ranjan – PR



Prabhat Ranjan

Semester – III



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PAPER C14 – INTERVENTION AND TEACHING STRATEGIES

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Radha Rani Rawat

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Need & Strategies for Early Intervention of Hearing Loss	1.1 Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.	LECTURE METHOD	3 HOURS
		1.2 Pre-school training programmes: Overview, need, requirements and plan of action.	LECTURE METHOD	3 HOURS
		1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.	LECTURE METHOD	2 HOURS
		1.4 Impact of early intervention on school outcomes	LECTURE METHOD	2 HOUR
		1.5 Intervention of late identified children with hearing impairment: Challenges & Strategies	LECTURE METHOD	2 HOURS
2.	Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading	2.1 Concept of 'Auditory Listening': Unisensory & Multisensory approaches	LECTURE METHOD	4 HOURS
		2.2 Auditory training: Importance, types (Individual & Group) and Stages	LECTURE METHOD	2 HOURS
		2.3 Auditory Verbal Therapy: Principle, importance and role of teacher	LECTURE METHOD	2HOURS
		2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences	LECTURE METHOD	2 HOURS
		2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher	LECTURE METHOD	2 HOURS
3.	Unit 3: Speech Intervention Strategies	3.1 Approaches to teaching speech: Auditory Global Approach; Multi-sensory unit approach; Ling's Approach	LECTURE METHOD	2 HOURS
		3.2 Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants	LECTURE METHOD	3 HOURS
		3.3 Orientation to acoustics of speech	LECTURE METHOD	3 HOURS
		3.4 Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities	LECTURE METHOD	3 HOURS
		3.5 Individual and Group speech teaching: Strengths and challenges	LECTURE METHOD	2HOURS




4.	Unit 4: Communication and Language Teaching Strategies	4.1 Methods of teaching language: Natural, Structural and Combined	LECTURE METHOD	3 HOURS
		4.2 Principles and Techniques of developing language	LECTURE METHOD	3 HOURS
		4.3 Communication options: Compare and contrast	LECTURE METHOD	2 HOURS
		4.4 Communication options: justification and challenges	LECTURE METHOD	2 HOURS
		4.5 Tuning the environment (Home & School) for facilitating language & Communication	LECTURE METHOD	2 HOURS
5.		Unit 5: Educational Intervention Strategies	5.1 Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)	LECTURE METHOD
	5.2 Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services		LECTURE METHOD	3 HOURS
	5.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)		LECTURE METHOD	2 HOURS
	5.4 Partnership of various professionals & agencies in educational intervention		LECTURE METHOD	3 HOURS
	5.5 Child & Family Outcomes of Early Educational Intervention		LECTURE METHOD	2 HOURS



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PAPER C15 – TECHNOLOGY AND DISABILITY

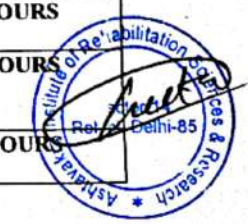
Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Jitender Shrivastva

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Listening Devices and Classroom Acoustics	1.1 Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures	LECTURE METHOD	3 HOURS
		1.2 Ear moulds: Types, Importance, Care & maintenance	LECTURE METHOD	3 HOURS
		1.3 Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management	LECTURE METHOD	2 HOURS
		1.4 Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme	LECTURE METHOD	2 HOUR
		1.5 Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance	LECTURE METHOD	2 HOURS
2.	Unit 2: Technology for Management for Speech	2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)	LECTURE METHOD	4 HOURS
		2.2 Use of computer based speech equipment for management of voice in children with hearing impairment	LECTURE METHOD	2 HOURS
		2.3 Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment	LECTURE METHOD	2 HOURS
		2.4 Basic infrastructure required for using computer based speech training aids/equipment	LECTURE METHOD	2 HOURS
		2.5 Tele Speech Therapy	LECTURE METHOD	2 HOURS
3.	Unit 3: Technology Facilitating Language & Communication	3.1 Low cost technology and its application in development of teaching learning material	LECTURE METHOD	2 HOURS
		3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps	LECTURE METHOD	2 HOURS
		3.3 Web based technology for using and training of ISL	LECTURE METHOD	3 HOURS
		3.4 Sign to text and Text to sign technology	LECTURE METHOD	3 HOURS
		3.5 Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns	LECTURE METHOD	2 HOURS
4.	Unit 4: Technology Facilitating Education	4.1 Technology and its impact on education: Changing Trends in teaching & learning	LECTURE METHOD	3 HOURS

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		4.2 Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & selflearning packages, Multimedia	LECTURE METHOD	3 HOURS
		4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning	LECTURE METHOD	2 HOURS
		4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning	LECTURE METHOD	2 HOURS
		4.5 Future technologies: Universal Design: Meaning & Scope	LECTURE METHOD	2 HOURS
5.	Unit 5: Resource Mobilisation for Technology	5.1 Agencies for Aids & Appliances: Government and non-government	LECTURE METHOD	2 HOURS
		5.2 Eligibility criteria for availing funding under Government schemes	LECTURE METHOD	3 HOURS
		5.3 Procedure for availing funding from different agents	LECTURE METHOD	2 HOURS
		5.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome	LECTURE METHOD	3 HOURS
		5.5 Agencies/Strategies to locate required human resources for various services and referrals	LECTURE METHOD	2 HOURS

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PAPER C16 – PSYCHOSOCIAL AND FAMILY ISSUES

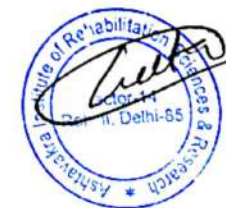
Total marks: 100

Total hours: 30

FACULTY NAME: Mr. Prabhat Ranjan - PR

S.NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Psychosocial Aspects and Disability	1.1 Overview of psychosocial development; wellbeing and quality of life	LECTURE METHOD	3 HOURS
		1.2 Implications of hearing impairment on domains of psychosocial developmen	LECTURE METHOD	3 HOURS
		1.3 Role of family in psychosocial development of children with hearing impairment	LECTURE METHOD	2 HOURS
		1.4 Role of peers and community in psychosocial development of children with hearing impairment	LECTURE METHOD	2 HOUR
		1.5 Challenges and issues in psychosocial development of children with hearing impairment	LECTURE METHOD	2 HOURS
2.	Unit 2: Family Needs	2.1 Identifying Family Needs for information, decision making, skill transfer and referral	LECTURE METHOD	4 HOURS
		2.2 Fostering family's acceptance of child's impairment and creating a positive environment	LECTURE METHOD	2 HOURS
		2.3 Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy	LECTURE METHOD	2HOURS
		2.4 Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits	LECTURE METHOD	2 HOURS
		2.5 Encouraging family participation in self-help groups and family support networking	LECTURE METHOD	2 HOURS
3.	Unit 3: Family Empowerment	3.1 Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting	LECTURE METHOD	2 HOURS
		3.2 Encouraging family acceptance of listening devices and ensuring its regular use	LECTURE METHOD	2 HOURS
		3.3 Supporting family in fostering and developing communication and language	LECTURE METHOD	3 HOURS
		3.4 Involving family in fostering and developing play, recreation and values	LECTURE METHOD	3 HOURS
		3.5 Encouraging family involvement in educational programme and participation in community based rehabilitation programme	LECTURE METHOD	2 HOURS

Prabhat Ranjan



PAPER D17 – READING AND REFLECTING ON TEXTS

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Khyati Kohli –KK

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 HOUR
		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	2HOURS
		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 Product	4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)	LECTURE METHOD	3 HOURS
		4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)	LECTURE METHOD	2 HOURS
		4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)	LECTURE METHOD	3 HOURS
		4.4 Practicing Self Editing and Peer Editing of Sample Texts	LECTURE METHOD	3 HOURS
		4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness	LECTURE METHOD	2 HOURS



5.	Unit 5: Practicing Independent Writing	5.1 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories	LECTURE METHOD	2 HOURS
		5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking	LECTURE METHOD	2 HOURS
		5.3 Practicing Converting Written Information into Graphical Representation	LECTURE METHOD	2 HOURS
		5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists	LECTURE METHOD	3 HOURS
		5.5 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists	LECTURE METHOD	2 HOURS

PAPER D18 – PERFORMING AND VISUAL ARTS

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Vikas Kumar – VK (Guest Faculty)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Introduction to art Education	1.1 Art and art education: Meaning, scope and difference	LECTURE METHOD	3 HOURS
		1.2 Artistic expression: Meaning and strategies to facilitate	LECTURE METHOD	3 HOURS
		1.3 Art therapy: Concept and application to students with and without disabilities	LECTURE METHOD	2 HOURS
		1.4 Linking Art Education with Multiple Intelligences	LECTURE METHOD	2 HOUR
		1.5 Understanding emerging expression of art by students	LECTURE METHOD	2 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	2HOURS
		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	3 HOURS



			METHOD	
		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

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Practical: Semester – III

PAPER E2 – Disability Specialization

Total Marks: 100

Total Hours: 120

FACULTY NAME: Ms. Radha Rawat

Procedure:

Disability Focus	Education Setting	Hrs	Tasks for the students-teachers	Description	Name of Faculty
HI	Institute / Clinic	9	Aural intervention	Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) A. Linking Ling's 6 Sound test B. Selecting modality of training (Auditory, Speech reading, combination) C. Selecting method of Communication (Oral vs Manual)	Ms. Radha Rawat
HI		9	Speech intervention	Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	Ms. Radha Rawat
HI	Institute / school / ISL center	30	Learning and practicing ISL	practice Basic vocabulary, Common phrases, Conversations, Sample subject Texts, Stories in signs.	Ms. Radha Rawat
HI	Special school for children with hearing impairment	10	Classroom observation of teaching	Preschool - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular Primary - Observing and reporting classroom teaching for various	Ms. Radha Rawat



Ms. Radha Rawat

				subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular	
HI	Institute/ Special School	30	Lesson Planning and delivering	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)	Ms. Radha Rawat
HI		6	Individualised lessons	5 lessons on 1 student	Ms. Radha Rawat
Cross Disability	Inclusive school	6	Delivering lessons	4 lessons of school periods indicating appropriate curricular adaptations	Ms. Radha Rawat
Cross Disability	Special school	6	Visit to other than practice teaching school	Observing infrastructure and curricular transaction	Ms. Radha Rawat

Radha Rawat



FACULTY NAME: Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR

Procedure:

Disability Focus	Education Setting	Hrs	Tasks for the students-teachers	Description	Name of Faculty
HI	Special school for Children with Hearing Impairment	30	Teacher assistant	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times, Journal of daily reflections and learning	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment	18	Practicing functioning as a teacher	Daily diary Undertaking continuous whole day teaching using daily diary system for planning and recording	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment	12	Understanding school examination	Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment		Understanding beyond classrooms	Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment		Development of (TLM), Worksheet	Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment		Document study	Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR



			pre-school	
HI	Special school for Children with Hearing Impairment	Use of internet and modern technology for improving the class processes	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment	Compilations of language teaching material news, conversation, stories and unseen pictures	Compiling language material news, conversations, stories and unseen pictures, Directed activities	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment	Program end presentation	Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR



Parvathy

Semester – IV



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PAPER B10A – GUIDANCE & COUNSELLING

Total marks: 100

Total hours: 30

FACULTY NAME: Dr. Sandhya Bindal

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Introduction to Guidance and Counselling	1.1 Guidance and Counselling: Definition and Aims	LECTURE METHOD	3 HOURS
		1.2 Areas of Guidance and Counselling	LECTURE METHOD	3 HOURS
		1.3 Core Conditions in Counselling	LECTURE METHOD	3 HOURS
		1.4 Skills and Competencies of a Counsellor	LECTURE METHOD	3 HOURS
		1.5 Role of Teacher in Guiding and Counselling Students with Special Needs	LECTURE METHOD	3 HOURS
2.	Unit 2: Enhancing Self Image and Self Esteem	2.1 Concept of Self as Human	LECTURE METHOD	3 HOURS
		2.2 Understanding of Feelings and Changes	LECTURE METHOD	3 HOURS
		2.3 Growth to Autonomy	LECTURE METHOD	3 HOURS
		2.4 Personality Development	LECTURE METHOD	3 HOURS
		2.5 Role of Teacher in Developing Self-Esteem in Children	LECTURE METHOD	3 HOURS
3.	Unit 3: Guidance and Counselling in Inclusive Education	3.1 Current Status with reference to Indian School	LECTURE METHOD	3 HOURS
		3.2 Types of Counselling: Child-Centred, Supportive, Family	LECTURE METHOD	3 HOURS
		3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance	LECTURE METHOD	3 HOURS
		3.4 Group Guidance: Group Leadership Styles and Group Processes	LECTURE METHOD	3 HOURS
		3.5 Challenges in Group Guidance	LECTURE METHOD	3 HOURS

Sandhya Bindal



Total marks: 100

PAPER B 11(B) – COMMUNICATION OPTIONS: ORALISM

Total hours: 60

FACULTY NAME: Ms. Radha Rani Rawat

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Understanding Hearing Loss in Real Life Context	1.1. Definition, meaning and scope of Vocational Education	LECTURE METHOD	2 HOURS
		1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns	LECTURE METHOD	2 HOURS
		1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options	LECTURE METHOD	2 HOURS
		1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers	LECTURE METHOD	2 HOURS
		1.5 Importance of Neural Plasticity and Early Listening Opportunities	LECTURE METHOD	2 HOURS
2.	Unit 2: Vocational Transition & Curriculum Planning	2.1. Concept, meaning, importance of transition	LECTURE METHOD	2 HOURS
		2.2. Vocational transition models	LECTURE METHOD	2 HOURS
		2.3. Transitional Planning at pre-vocational & post-vocational level	LECTURE METHOD	2 HOURS
		2.4. Development of Individualized Vocational Transitional Plan	LECTURE METHOD	2 HOURS
		2.5. Development of Vocational Curriculum	LECTURE METHOD	2 HOURS
3.	Unit 3: Process of Vocational Rehabilitation & Placement	3.1. Types of Employment Settings	LECTURE METHOD	2 HOURS
		3.2. Process of Job Placement & Creation of Need-based Employment Settings	LECTURE METHOD	2 HOURS
		3.3. Adaptations, Accommodation, Safety Skills and First Aid	LECTURE METHOD	2 HOURS
		3.4. Self Advocacy & Self Determination Skill Training	LECTURE METHOD	2 HOURS
		3.5. Equal opportunities and attitudes towards persons with disabilities	LECTURE METHOD	2 HOURS

Radha Rani Rawat



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




Total Marks: 100

Practical E1: Cross Disability and Inclusion

Total Hours: 120

FACULTY NAME: Mr. Jitender Shrivastav

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Education Setting	Hrs	No. of Lessons	Faculty
1.1	Infrastructure of an Inclusive school Classroom teaching observations	Any Disability Other than ID	Inclusive school	04	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school	Mr. Jitender Shrivastav-JS
1.2	Assisting Teacher Infrastructure of an Inclusive school			08	Observing 10 lessons (5 language + 5 subjects) and writing report	Mr. Jitender Shrivastav-JS
1.3	Classroom teaching observations			08	Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice sessions recapitulation, and Break times	Mr. Jitender Shrivastav-JS

Practical F2: Other disability special school

Total Marks: 100

Total Hours: 120

FACULTY NAME: Mr. Prabhat Ranjan / Ms. Jyoti - J

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Set up	Hours	No. of Lessons	Faculty
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	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writing diaries & Assisting in school celebrations	12	Journal of daily reflections and learning	Mr. Prabhat Ranjan – PR Ms. Jyoti - J
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats	3	Journal	Mr. Prabhat Ranjan – PR Ms. Jyoti - J
3	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	3	Journal	Mr. Prabhat Ranjan – PR Ms. Jyoti - J



Prabhat Ranjan

FACULTY NAME: Ms. Jyoti

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Set up	Hours	No. of Lessons	Faculty
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	06	Report with reflections	Ms. Jyoti - J
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12		Ms. Jyoti - J
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM & Planning celebrations	60		Ms. Jyoti - J
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30		Ms. Jyoti - J
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12		Ms. Jyoti - J



Ms. Jyoti