



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@tecnia.in Website : www.rehab.tecnia.in

Course / Teaching Plan

B.Ed.Spl.Ed. ID 2023-24





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Semester –I





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CURRICULUM TRANSACTION

B.Ed.Spl.Ed.ID.2023-25

Semester –I

1st Year—Semester I

THEORY PAPER A1: Human Growth & Development

Total Marks: 100

Total hours: 60

FACULTYNAME: Ms. Geeta Bhutani – GB/Dr. Nupur Sharma - DNS

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 & FIELD VISIT	4 HOURS
2.	Unit 2: Theoretical Approaches to Development	2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)	LECTURE & FIELD VISIT	2 HOURS
		2.2 Psychosocial Theory (Erikson)	METHOD	
			LECTURE & FIELD VISIT	2HOURS
		2.3 Psychoanalytic Theory (Freud)	METHOD	
			LECTURE 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	3 HOURS
		3.3. Milestones and variations in Development	LECTURE METHOD	3 HOURS
		3.4 Environmental factors influencing early childhood development	LECTURE METHOD	2 HOURS
		3.5 Role of play in enhancing development	LECTURE METHOD	3 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	2 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	3 HOURS
		5.2 Formation of identity and self-concept	LECTURE METHOD	2 HOURS
		5.3 Emerging roles and responsibilities	LECTURE METHOD	3 HOURS
		5.4 Life Skills and independent living	LECTURE METHOD	2 HOURS
		5.5 Career Choices	LECTURE METHOD	2 HOURS


 Head of Department
 Department of Psychology
 Faculty of Education
 University of Lagos

Theory Semester - I

Paper A2: Contemporary India and Education

Total Marks: 100

Total hours: 60

FACULTY NAME: Mr. Siddharth Gautam - SG

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 & DEMONSTRATION METHOD LECTURE & DEMONSTRATION METHOD	3 HOURS 3 HOURS 2 HOURS 2 HOURS 4 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	2 HOURS 2 HOURS 2 HOURS 2 HOURS 2 HOURS
3.	Unit 3: Contemporary Issues and Concerns	3.1 Universalisation of School Education, Right to Education and Universal Access 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning	LECTURE METHOD LECTURE METHOD	2 HOURS 2 HOURS

The image shows a handwritten signature in blue ink over a circular official stamp. The stamp contains text in Hindi, including 'सहायक शिक्षक' (Assistant Teacher) and 'विद्यापीठ' (University). The signature is written in a cursive style.

		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	2 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	3 HOURS
		4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice	LECTURE METHOD	3 HOURS
4.	Unit 4: Education Commissions and Policy (School Education)	4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)	LECTURE METHOD	2 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: LEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009	LECTURE METHOD	2 HOURS
		4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCPRD, 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	3 HOURS
		5.2 Inclusive education as a rights based model	LECTURE METHOD	2 HOURS
		5.3 Complementarity of inclusive and special schools	LECTURE METHOD	3 HOURS
		5.4 Language issues in education	LECTURE METHOD	2 HOURS
		5.5 Community participation and community based education	LECTURE METHOD	2 HOURS





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) 1.2 Importance of hearing 1.3 Process of hearing & its impediment leading to different types of hearing loss 1.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped 1.5 Challenges arising due to congenital and acquired hearing loss	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	3 HOURS 3 HOURS 2 HOURS 2 HOUR 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 2.2 Language & communication issues attributable to hearing loss and need for early intervention 2.3 Communication options, preferences & facilitators of individuals with hearing loss 2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss 2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	2 HOURS 2 HOURS 2 HOURS 2 HOURS 2 HOURS
3.	Unit 3: Visual Impairment- Nature and Assessment	3.1. Process of Seeing and Common Eye Disorders in India 3.2. Blindness and Low Vision-- Definition and Classification 3.2. Demographic Information--NSSO and Census 2011 3.4. Importance of Early Identification and Intervention	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	2 HOURS 3 HOURS 3 HOURS 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	2 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
5.	Unit 5: Deaf-blindness	5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness	LECTURE METHOD	3 HOURS
		5.2 Effects and implications of deaf-blindness on activities of daily living & education	LECTURE METHOD	2 HOURS
		5.3 Screening, assessment, identification & interventional strategies of deaf-blindness	LECTURE METHOD	3 HOURS
		5.4 Fostering early communication development: Methods, assistive devices and practices including AAC	LECTURE METHOD	2 HOURS
		5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness	LECTURE METHOD	2 HOURS



Theory: Semester – I (Common Paper)

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

Total Marks: 100

Total hours: 30

FACULTY NAME: Mr. Parvesh – P / Mrs. Sanjana Mittal – (SM)

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



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	LECTURE METHOD	2 HOURS
		1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)	LECTURE METHOD	2 HOURS
		1.3. Provision of Therapeutic Intervention and Referral of Children with CP	LECTURE METHOD	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	LECTURE METHOD	2 HOURS
		2.2. Assessment of Functional Difficulties	LECTURE METHOD	2 HOURS
		2.3. Provision of Therapeutic Intervention and Referral	LECTURE METHOD	2 HOURS
		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	LECTURE METHOD	2 HOURS
		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	LECTURE METHOD	2 HOURS
		3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions	LECTURE METHOD	2 HOURS



		3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberos 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

Theory Semester - I

PAPER C12 - Assessment and Identification of Needs

Total Marks: 100

Total hours: 60

FACULTY NAME: Ms. Khyati Kohli –KK

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1. Intellectual Disability - Nature and Needs	1.1 Historical Perspective of Intellectual Disability (ID)	LECTURE METHOD	3 HOURS
		1.2 Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPD bill (Proposed), DSM (Latest)	LECTURE METHOD	3 HOURS
		1.3 Etiology Causes and Prevention	LECTURE METHOD	2 HOURS
		1.4 Classification – Medical, Psychological, Educational (Recent) and ICF	LECTURE METHOD	2 HOUR
		1.5 Screening, Identification, Characteristics and Needs of PwID	LECTURE METHOD	2 HOURS
2.	Unit 2: Assessment	2.1 Concept, Meaning, Definition and urpose of Educational assessment	LECTURE METHOD	4 HOURS
		2.2 Methods of Assessment - Observation, Interview and Rating Scale	LECTURE METHOD	2 HOURS
		2.3 Types and Approaches - NRT, CRT, CBA & Teacher Made Tests	LECTURE METHOD	2HOURS



		2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological	LECTURE METHOD	2 HOURS
		2.5 Documentation of assessment, Result interpretation & Report writing- Implication of all the above for Inclusion	LECTURE METHOD	2 HOURS
3.	Unit 3: Assessment at Pre-School and School levels	3.1 Importance of Assessment at Pre- School and School level	LECTURE METHOD	2 HOURS
		3.2 Developmental and Adaptive Behaviour Assessment	LECTURE METHOD	2 HOURS
		3.3 Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP	LECTURE METHOD	3 HOURS
		3.4 Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale	LECTURE METHOD	3 HOURS
		3.5 Documentation of assessment, Result interpretation & Report writing- Implication of class level assessment & its relation to Inclusion with resource support	LECTURE METHOD	2 HOURS
4.	Unit 4: Assessment at Adult and Vocational levels	4.1 Significance of Assessment for Independent living of PwIDs	LECTURE METHOD	3 HOURS
		4.2 Assessment for Transition from School to Work	LECTURE METHOD	3 HOURS
		4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS	LECTURE METHOD	2 HOURS
		4.4 Provisions & Schemes of MoSJE for Vocational Skill Development	LECTURE METHOD	2 HOURS
		4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living	LECTURE METHOD	2 HOURS
5.	Unit5: Assessment of Family Needs	5.1 Significance of psychosocial needs and its assessment in family	LECTURE METHOD	2 HOURS
		5.2 Assessment of parental needs and its implication in planning IFSP	LECTURE METHOD	3 HOURS
		5.3 Assessment of siblings and its implication in planning IFSP	LECTURE METHOD	2 HOURS
		5.4 Assessment of extended families needs and its implication in planning IFSP	LECTURE METHOD	3 HOURS
		5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting	LECTURE METHOD	2 HOURS



PRACTICALS: Semester – I**PAPER E1: Cross Disability and Inclusion****Total Marks: 100****Total Hours:****FACULTY NAME: Ms. Khyati Kohli –KK / Mr. Siddharth Gautam - SG****Procedure:**

Tasks for the Student-Teachers	Disability Focus	Educational Setting	Credit/Hours	Hrs(60)	Description	Faculty
Classroom Observation, Assessment and IEP a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Prevocational	ID	Special school of PwID	60	40 hrs	Minimum 10 school Periods Develop IEP for 1 student with ID at ECSE and PrePrimary level.	
Classroom Observation and Report	HI, VI, LV CP, ASD or Multiple Disabilities	Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities		15 hrs (5 Hrs each in each disability)	Minimum 30 school Periods 10 school Periods in each Special school	
Classroom Observation and Report	Any Disability	Inclusive School available in the neighbourhood		5 hrs	Minimum 10 school Periods	



Semester –II



Semester II:

THEORY PAPER A3: Learning, Teaching and Assessment

Total Marks: 100

Total Hours: 60

FACULTY NAME: Ms. Geeta Bhutani – GB/ 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	3 HOURS
		1.3 Intelligence: - Concept and definition - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)	LECTURE METHOD	2 HOURS
		1.4 Creativity: Concept, Definition and Characteristics	LECTURE METHOD	2 HOUR
		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	2HOURS
		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 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 landmark, cloze set/open set and other innovative measures) Meaning and procedure	LECTURE METHOD	2 HOURS
		5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level	LECTURE METHOD	3 HOURS
		5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions	LECTURE METHOD	2 HOURS
		5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations	LECTURE METHOD	3 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



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, Aryabhata, Bhaskaracharya, Euclid, Pythagoras)	LECTURE METHOD	2 HOUR
		1.5 Perspectives on Psychology of Teaching and Learning of Mathematics Constructivism, Enactivism, Vygotskyian 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	2HOURS
		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



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



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 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	2HOURS
		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



		Situated/Contextual Learning with reference to Children with Disabilities		
		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	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
		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	5.1 Evaluation- Concept, Nature and Need	LECTURE METHOD	2 HOURS
		5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment	LECTURE METHOD	3 HOURS
		5.3 Tools and Techniques for Formative and Summative Assessments	LECTURE METHOD	2 HOURS
		5.4 Preparation of Diagnostic Test and Achievement Test	LECTURE METHOD	3 HOURS
		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 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	2HOURS
		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	LECTURE METHOD	2 HOURS

		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 A5: PEDAGOGY OF TEACHING ENGLISH

Total Marks: 100

Total Hours: 60

FACULTY NAME: Mrs. Sanjana Mittal – (SM)

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.	Unit 2: Instructional Planning	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	2HOURS
		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	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
	Unit 4: Instructional Materials	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



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, 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	3 HOURS
		1.2 हिन्दी गद्य साहित्य की परम्परागत विधाएँ - कहानी, नाटक और महाकाव्य	LECTURE METHOD	3 HOURS
		1.3 हिन्दी गद्य साहित्य की आधुनिक विधाएँ - उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण	LECTURE METHOD	2 HOURS
		1.4 हिंदी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समविष्ट प्रत्यय	LECTURE METHOD	2 HOURS
		1.5 माध्यमिक स्तर पर हिंदी पाठ्यक्रम में हुए परिवर्तनों का आकलन	LECTURE METHOD	1 HOURS
3.	इकाई 3: भाषा अधिगम की प्रकृति और पाठ नियोजन	3.1 माध्यमिक स्तर पीआर हिंदी शिक्षण के लक्ष्य और उद्देश्य	LECTURE METHOD	2 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	1 HOURS
		3.6 विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेख	LECTURE METHOD	2 HOURS
		3.7 पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास	LECTURE METHOD	3 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। 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, भाषासंसर्ग 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 वैद्युद्वेषिक 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



Theory: Semester – II

PAPER B6 – INCLUSIVE EDUCATION

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Khyati Kohli – (KK)

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	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	3.1 Meaning, Difference, Need & Steps	LECTURE METHOD	2 HOURS



	Modifications		LECTURE METHOD	2 HOURS
		3.2 Specifics for Children with Sensory Disabilities	LECTURE METHOD	3 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	2 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	2 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	3 HOURS
		5.2 Advocacy & Leadership for Inclusion in Education	LECTURE METHOD	2 HOURS
		5.3 Family Support & Involvement for Inclusion	LECTURE METHOD	3 HOURS
		5.4 Community Involvement for Inclusion	LECTURE METHOD	2 HOURS
		5.5 Resource Mobilisation for Inclusive Education		



Theory: Semester – II

PAPER C13 – CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Parvesh – (P) / Ms. Neeti Kaushik – (NK)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Curriculum Designing	1.1 Meaning, Definition, Concept and Principles of Curriculum	LECTURE METHOD	3 HOURS
		1.2 Types and Approaches of Curriculum Designing	LECTURE METHOD	3 HOURS
		1.3 Curriculum Domains - Personal, Social, Academics, Recreational and Community living	LECTURE METHOD	2 HOURS
		1.4 . Steps in developing curriculum, challenges of developing curriculum for inclusion	LECTURE METHOD	2 HOUR
		1.5 Curriculum evaluation, Implementation in inclusion	LECTURE METHOD	2 HOURS
		1.5 Curriculum evaluation, Implementation in inclusion	LECTURE METHOD	4 HOURS
2.	Unit 2: Curriculum at Pre-School and Primary School level	2.1 Significance of Early Childhood Education and School Readiness	LECTURE METHOD	2 HOURS
		2.2 Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas	LECTURE METHOD	2HOURS
		2.3 Curriculum Domains for Early Childhood Education and Sensory Mechanism	LECTURE METHOD	2 HOURS
		2.4 Sensitization of family, involvement in pre-school and primary level	LECTURE METHOD	2 HOURS
		2.5 Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing	LECTURE METHOD	2 HOURS
3.	Unit 3: Curriculum at Secondary, Pre-vocational and Vocational level	3.1 Curriculum domains at Secondary level	LECTURE METHOD	2 HOURS
		3.2 Curriculum domains at Pre- vocational level	LECTURE METHOD	2 HOURS
		3.3 Curriculum domains at Vocational level	LECTURE METHOD	3 HOURS



		3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)	LECTURE METHOD	3 HOURS
		3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting	LECTURE METHOD	2 HOURS
4.	Unit 4: Curriculum Adaptations	4.1 Need for Curricular Adaptation, Accommodation and Modification	LECTURE METHOD	3 HOURS
		4.2 Adaptation, Accommodation and Modification for Pre -academic Curriculum	LECTURE METHOD	3 HOURS
		4.3 Adaptation, Accommodation and Modification for Academics Curriculum	LECTURE METHOD	2 HOURS
		4.4 Adaptation, Accommodation and Modification for Co-Curriculum	LECTURE METHOD	2 HOURS
		4.5 Adaptation, Accommodation and Modification for School Subjects	LECTURE METHOD	2 HOURS
5.	Unit 5: Curriculum Evaluation	5.1 Concept, Meaning, Definition of Curriculum Evaluation	LECTURE METHOD	3 HOURS
		5.2 Types and Approaches of Evaluation	LECTURE METHOD	2 HOURS
		5.3 Emerging trends in evaluation -CCE, Teacher Made Tests, Grading System	LECTURE METHOD	3 HOURS
		5.4 Differential evaluation of PwID in inclusive setup	LECTURE METHOD	2 HOURS
		5.5 Implications of evaluation for inclusion		

PRACTICAL: Semester – II

PAPER E2 - Disability specialization

Total Marks: 100

Total Hours: 60

FACULTY NAME: Mr. Siddharth Gautam - SG

Procedure:

Disability Focus	Education Setting	Hrs	Tasks for the students-teachers	Description	Name of Faculty
ID	Special School	20	IEP	Develop IEP for 1 Student with ID at Primary level.	



ID	Special School	15	Lesson Planning and Teaching	15 lessons	
General	a. Micro teaching & simulated teaching on selected skills	05	a. Micro teaching & simulated teaching on selected skills	5 lessons (Demonstration of Micro teaching Skills)	
General	General	10	Macro Teaching A. Lesson planning and Teaching for subjects selected 10 lessons (5 in each Subject) Ms. Geeta Bhutani – GB a. Languages b. Non Languages	10 lessons (5 in each Subject)	
General	General	10	B. Lesson planning and Teaching focusing on adaptation, evaluation a. Languages b. Non Languages	10 lessons (5 in each Subject)	



Semester –III



Theory: Semester – III

PAPER C14 – INTERVENTION AND TEACHING STRATEGIES

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Geeta Bhutani –GB

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Intervention	1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention	LECTURE METHOD	3 HOURS
		1.2 Types of Early Intervention	LECTURE METHOD	3 HOURS
		1.3 Intervention Techniques	LECTURE METHOD	2 HOURS
		1.4 Record Maintenance and Documentation	LECTURE METHOD	2 HOUR
		1.5 Implication of Early Intervention for pre-school Inclusion	LECTURE METHOD	2 HOURS
2.	Unit 2: Individualised Education Programme	2.1 Need, Importance and Historical Perspective of IEP	LECTURE METHOD	4 HOURS
		2.2 Steps and Components of IEP	LECTURE METHOD	2 HOURS
		2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions	LECTURE METHOD	2 HOURS
		2.4 IFSP – Planning and writing	LECTURE METHOD	2 HOURS
		2.5 Application of IEP for Inclusion	LECTURE METHOD	2 HOURS
	Unit 3: Teaching Strategies and TLM	3.1 Stages of Learning	LECTURE METHOD	2 HOURS
		3.2 Principles of Teaching	LECTURE METHOD	2 HOURS
		3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative	LECTURE METHOD	3 HOURS



		Communication		
		3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method	LECTURE METHOD	3 HOURS
		3.5 Development and Use of TLM for ID	LECTURE METHOD	2 HOURS
3.	Unit 4: Intervention for Mal-adaptive Behaviour	4.1 Definition and types of Mal-adaptive behaviour	LECTURE METHOD	3 HOURS
		4.2 Identification of Mal-adaptive behaviour	LECTURE METHOD	3 HOURS
		4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)	LECTURE METHOD	2 HOURS
		4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community	LECTURE METHOD	2 HOURS
		4.5 Ethical Issues in behaviour management and implications for Inclusion	LECTURE METHOD	2 HOURS
4.	Unit 5: Therapeutic Intervention	5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention	LECTURE METHOD	2 HOURS
		5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention	LECTURE METHOD	3 HOURS
		5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention	LECTURE METHOD	2 HOURS
		5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention	LECTURE METHOD	3 HOURS
		5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)	LECTURE METHOD	2 HOURS



Theory: Semester – III

PAPER C15 – TECHNOLOGY AND DISABILITY

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Parvesh - P

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Technology in Education and Instruction	1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance	LECTURE METHOD	3 HOURS
		1.2 Educational Technology and Instructional Technology – Role and Recent Trends	LECTURE METHOD	3 HOURS
		1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach	LECTURE METHOD	2 HOURS
		1.4. Differential Instruction, Universal Design of learning and Individualised Instruction	LECTURE METHOD	2 HOUR
		1.5 Implication of the above for inclusion.	LECTURE METHOD	2 HOURS
2.	Unit 2. ICT	2.1 ICT – Meaning, Definition, Scope and Significance	LECTURE METHOD	4 HOURS
		2.2 Psychological bases for ICT among teachers and learners	LECTURE METHOD	2 HOURS
		2.3 Development of ICT – Stages, Requirement and Process	LECTURE METHOD	2HOURS
		2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference	LECTURE METHOD	2 HOURS
		2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings	LECTURE METHOD	2 HOURS
3.	Unit 3: Use of Multimedia in Education	3.1 Multi Media - Meaning, Nature, Scope, Definition and Approches.	LECTURE METHOD	2 HOURS
		3.2 Types of Instructional Aids: Projected & non-projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys	LECTURE METHOD	2 HOURS



		3.3 Advantages, Limitations and Challenges of Using Multi media in Education	LECTURE METHOD	3 HOURS
		3.4 Recent Trends in Multimedia	LECTURE METHOD	3 HOURS
		3.5 Implication of Multimedia in teaching learning.	LECTURE METHOD	2 HOURS
4.	Unit 4: Technology Based Instructions	4.1 Enhancing Technology Friendly Practices among Teachers.	LECTURE METHOD	3 HOURS
		4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E-learning, Use of Net Search and Websites	LECTURE METHOD	3 HOURS
		4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC	LECTURE METHOD	2 HOURS
		4.4 Developing Technology Integrated Lessons – Individual and Group	LECTURE METHOD	2 HOURS
		4.5 Implications of Technology based instruction in Inclusion	LECTURE METHOD	2 HOURS
5.	Unit 5: Application of Technology	5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation	LECTURE METHOD	3 HOURS
		5.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers	LECTURE METHOD	2 HOURS
		5.3 Application of Technology in Instruction – Individual, small group and large group	LECTURE METHOD	3 HOURS
		5.4 Advantages, merits and demerits	LECTURE METHOD	2 HOURS
		5.5 Implications for inclusion	LECTURE METHOD	2 HOURS



Theory: Semester – III

PAPER C16 – PSYCHO-SOCIAL AND FAMILY ISSUES

Total marks: 100

Total hours: 30

FACULTY NAME: Mr. Siddharth Gautam - SG

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Family	1.1 Family – Concept, Definition and Characteristics	LECTURE METHOD	3 HOURS
		1.2 Types of family	LECTURE METHOD	3 HOURS
		1.3 Reaction and Impact of disability on family	LECTURE METHOD	2 HOURS
		1.4 Needs of family and counselling	LECTURE METHOD	2 HOUR
		1.5 Role of family in rehabilitation of PWID	LECTURE METHOD	2 HOURS
2.	Unit 2: Psycho-Social Issues	2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers	LECTURE METHOD	4 HOURS
		2.2 Myths, misconception and social practices	LECTURE METHOD	2 HOURS
		2.3 Difference between Intellectual Disability and Mental Illness	LECTURE METHOD	2HOURS
		2.4 Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse	LECTURE METHOD	2 HOURS
		2.5 Rights and Advocacy	LECTURE METHOD	2 HOURS
3.	Unit 3 Involving Families	3.1 Training and involving families in the rehabilitation process	LECTURE METHOD	2 HOURS
		3.2 Parent professional relationship	LECTURE METHOD	3 HOURS
		3.3 Formation of Parent Self-Help Group	LECTURE METHOD	3 HOURS
		3.4 Parent Associations	LECTURE METHOD	3 HOURS
		3.5 Empowering Families	LECTURE METHOD	2 HOURS
4.	Unit 4: Adolescent Issues	4.1 Physiological Changes; Implication in Emotional and Social Development	LECTURE METHOD	2 HOURS



		4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group	LECTURE METHOD	2 HOURS
		4.3 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling	LECTURE METHOD	2 HOURS
		4.4 Ethical Issues	LECTURE METHOD	2 HOURS
		4.5 Challenges and Implications	LECTURE METHOD	2 HOURS
5.	Unit 5: CBR and CPP (Community People Participation)	5.1 Concept, Definition and Scope of CBR		
		5.2 Models of CBR – Advantages and Disadvantages	LECTURE METHOD	2 HOURS
		5.3 Types of Community Resources and their mobilization	LECTURE METHOD	2 HOURS
		5.4 Organizing services for PwID in the community	LECTURE METHOD	2 HOURS
		5.5 Role of Special Educator, Family, Community and PwID in CBR	LECTURE METHOD	2 HOURS

Theory: Semester – III

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	2 HOURS
		2.4 Basic Understanding of Reading Comprehension of Children with	LECTURE METHOD	2 HOURS



		Disabilities		
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
		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)		
		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	3 HOURS
		5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists	LECTURE METHOD	2 HOURS
		5.5 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists	LECTURE METHOD	2 HOURS



Theory: Semester – III

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 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		
		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: Ms. Geeta Bhutani –GB

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Education Setting	Hrs	Description	Faculty
1.1	IEP	ID	Special school	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level	
1.2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/Inclusive school	40 hrs	20 lessons	
1.3	b. Lesson planning and execution on different levels for selected	ID	Resource Room/Inclusive school	30 hrs	20 lessons	



subjects a. Languages b. Non languages					
School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	
Observation of support services	Major Disability	Institute/ Clinic	10 hrs	Depending on the specialization	

Practical: Semester – III

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

Total Marks: 100

Total Hours: 120

FACULTY NAME: Mr. Parvesh – P/ Mr. Siddharth Gautam - SG

Procedure:

Sl. No.	Tasks for the Student-teachers	Disability Focus	Description	Hours
1.	Classroom Teaching Across all class levels and Curricular Domains Class Levels a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Prevocational	ID	Minimum 60 lessons (15 Personal/ Social, 25 – Functional Academics, 10- Occupational, 10- Recreational)	30 Hrs



Semester –IV



Theory: Semester – IV

PAPER B10A – GUIDANCE & COUNSELLING

Total marks: 100

Total hours: 30

FACULTY NAME: Ms. Geeta Bhutani – (GB)

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



Theory: Semester – IV

PAPER B11F – VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Siddharth Gautam - SG

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	LECTURE METHOD	2 HOURS
		1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment	LECTURE METHOD	2 HOURS
		1.3. Approaches and models of Vocational training	LECTURE METHOD	2 HOURS
		1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools	LECTURE METHOD	2 HOURS
		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	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

Theory: Semester – IV

PAPER D19 – BASIC RESEARCH AND STATISTICS

Total marks: 100

Total hours: 60

FACULTY NAME: Dr. Preeti Jindal - DPJ

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: Ms. Geeta Bhutani – (GB)

Procedure:

E 1: Cross disability & inclusion

S.No	Tasks for the Student-Teachers	Disability Focus	Education Setting	Hrs	No. of Lessons	Faculty
1.1	Classroom Observation	Other than ID	Special School for Other Disabilities	05	Observation of all subjects at different level, minimum 10 school Periods	Ms. Geeta Bhutani – (GB)
		Any Disability	Inclusive Schools	05	Observation of all subject at different level, minimum 10 school Periods	Ms. Geeta Bhutani- GB
1.2	a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Resource Room / Inclusive School	30	20 lessons (10 Language & 10 Non-language)	Ms. Geeta Bhutani- GB
			Inclusive Schools	30	20 lessons (10 Language & 10 Non-language)	Ms. Geeta Bhutani- GB
1.3	a. Individualised Teaching lessons on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities	25	20 lessons (10 Language & 10 Non-language)	Ms. Geeta Bhutani- GB
			Resource Room /Inclusive Schools	25	20 lessons (10 Language & 10 Non-language)	Ms. Geeta Bhutani- GB
	b. Individualised Teaching lessons a. Languages b. Non Languages	Any Disability Other than ID	Resource Room /Inclusive Schools	25	20 lessons (10 Language & 10 Non-language)	Ms. Geeta Bhutani- GB



Practical F2: Other disability special school

Total Marks: 100

Total Hours: 120

FACULTY NAME: Mr. Parvesh – (P) / Ms. Neeti Kaushik – (NK)

F 2: Other Disability Special School

S.No	Tasks for the Student-Teachers	Disability Focus	Set up	Hours	No. of Lessons	Faculty
1	Classroom Teaching	Any Disability Other than ID	Special schools for other disabilities	18	Minimum 30 Lessons	

Practical F3: Inclusive School

Total Marks: 100

Total Hours: 120

FACULTY NAME: Ms. Khyati Kohli –(KK)

S.No	Tasks for the Student-Teachers	Disability Focus	Set up	Hours	No. of Lessons	Faculty
1	Classroom teaching with special focus on functional academic skills e.g., Braille, special equipments, preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	Visually Impaired, seeing children and teachers	Inclusive School	120	Minimum 30 Lessons	

