



**Ashtavakra Institute of Rehabilitation Sciences & Research**  
**Formerly Special Art School**

App. by Rehabilitation Council of India, Ministry of Social Justice & Empowerment, Govt. of India

**Affiliated to GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY**

PSP, Institutional Area, Madhuban Chowk, Rohini Delhi-85, Ph : 011-27550012/13  
Fax : 011-27550018 • Email : [info rehab@tecna.in](mailto:info rehab@tecna.in) Website : [www.rehab.tecna.in](http://www.rehab.tecna.in)

**Course / Teaching Plan**

**B.Ed.Spl.Ed. VI 2024-25**



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## Semester –I





# Ashtavakra Institute of Rehabilitation Sciences & Research

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## CURRICULUM TRANSACTION

### B.Ed.Spl.Ed.VI.2023-25

Semester –I

1st Year—Semester I

THEORY PAPER A1: Human Growth & Development

Total Marks: 100

Total hours: 60

FACULTYNAME: Mr. Dinesh Bindal - DB

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 1.2 Concepts and Principles of development 1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood) 1.4 Nature vs Nurture 1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)	LECTURE & DEMONSTRATION METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	3 HOURS 3 HOURS 2 HOURS 2 HOUR 2 HOURS
2.	Unit 2: Theoretical Approaches to Development	2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura) 2.2 Psychosocial Theory (Erikson)	LECTURE & FIELD VISIT METHOD LECTURE & FIELD VISIT	4 HOURS 2 HOURS

  
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		2.3 Psychoanalytic Theory (Freud)	METHOD		
		2.4 Ecological Theory (Bronfenbrenner)	LECTURE & FIELD VISIT METHOD		2 HOURS
		2.5 Holistic Theory of Development (Steiner)	LECTURE METHOD		2 HOURS
		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
		4.1 Emerging capabilities across domains of physical and social emotional	LECTURE METHOD		3 HOURS
		4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics	LECTURE METHOD		3 HOURS
		4.3 Issues related to puberty	LECTURE METHOD		2 HOURS
		4.4 Gender and development	LECTURE METHOD		2 HOURS
		4.5 Influence of the environment (social, cultural, political) on the growing child	LECTURE METHOD		2 HOURS
		5.1 Psychological well-being	LECTURE METHOD		2 HOURS
		5.2 Formation of identity and self-concept	LECTURE METHOD		3 HOURS
		5.3 Emerging roles and responsibilities	LECTURE METHOD		2 HOURS
		5.4 Life Skills and independent living	LECTURE METHOD		3 HOURS
		5.5 Career Choices	LECTURE METHOD		2 HOURS
5.	Unit 5: Transitions into Adulthood				



Theory Semester - I

Paper A2: Contemporary India and Education

Total Marks: 100

Total hours: 60

FACULTY NAME: Mr. Ram Tirath Prajapati - RTP

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

  
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		3.3 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



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

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

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

  
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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. Sandeep Tiwari - ST

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

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

**Theory Semester - I**

**PAPER C12 - Assessment and Identification of Needs**

Total Marks: 100

Total hours: 60

FACULTY NAME: MS. Mansa Devi Verma

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Anatomy and Physiology of Human Eye)	1.1 Structure and Function of human	LECTURE METHOD	3 HOURS
		1.2 Normal vision development and process of seeing	LECTURE METHOD	3 HOURS
		1.3 Principles of refraction and refractive errors	LECTURE METHOD	2 HOURS
		1.4 Concept and definitions of blindness and low vision	LECTURE METHOD	2 HOUR
		1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity	LECTURE METHOD	2 HOURS
2.	Unit 2: Types of Visual Impairment and Common Eye Disorders	2.1 Loss of Visual acuity	LECTURE METHOD	4 HOURS
		2.2 Loss of Visual field	LECTURE METHOD	2 HOURS
		2.3 Colour vision defect and loss of contrast sensitivity	LECTURE METHOD	2 HOURS



		2.4 Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nyctagmus, Amblyopia, and Macular degeneration	LECTURE METHOD	2 HOURS
		2.5 Educational implications of different Eye disorders	LECTURE METHOD	2 HOURS
3.	Unit 3: Implications of Visual Impairment and Needs of Visually Impaired	Psychosocial implications of visual impairment	LECTURE METHOD	2 HOURS
		3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family	LECTURE METHOD	2 HOURS
		3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development	LECTURE METHOD	3 HOURS
		3.4 Educational needs of the visually impaired and need for expanded core curriculum	LECTURE METHOD	3 HOURS
		3.5 Implications of low vision and needs of children with low vision	LECTURE METHOD	2 HOURS
4.	Unit 4: Identification and Assessment of Visual Impairment	4.1 Interpretation of clinical assessment of vision	LECTURE METHOD	3 HOURS
		4.2 Functional assessment of vision: Concept, need and methods	LECTURE METHOD	3 HOURS
		4.3 Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keefe, Lea tests, and Portfolio assessment	LECTURE METHOD	2 HOURS
		4.4 Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children	LECTURE METHOD	2 HOURS
		4.5 Report writing	LECTURE METHOD	2 HOURS
5.	Unit 5: Assessment of Learning Needs of Children with VIMD	5.1 Concept and definition of VIMD	LECTURE METHOD	2 HOURS
		5.2 Etiology of VIMD	LECTURE METHOD	3 HOURS
		5.3 Impact of VIMD on learning and development	LECTURE METHOD	3 HOURS

	5.4 Screening, identification, and assessment of Visually Impaired children with associated disabilities	LECTURE METHOD	3 HOURS
	5.5 Multidisciplinary assessment of Visually Impaired children with Associated Disabilities	LECTURE METHOD	2 HOURS

**PRACTICALS: Semester – I**

PAPER E1: Cross Disability and Inclusion

Total Marks: 100

Total Hours:

FACULTY NAME: Ms. Mansa Verma - MV/ Mr. Ram Tirath Prajapati - RTP

Procedure:

Tasks for the Student-teachers	Disability Focus	Educational Setting	Credit/ Hours	Hrs(60)	Description	Faculty
Classroom observation	Autism Spectrum Disorder	Special school	3 credits/ 90 hours	20	Minimum 30 school Periods	
	Intellectual Disability / Deaf-blind Disorder	Minimum 3 Special schools for other disabilities		25	Minimum 30 school Periods	
	Visual Impairment/ Hearing Impairment/ Learning Disability	Inclusive Schools		25	Minimum 10 school Periods	
	Braille Learning	College		20	Braille English Reading & Writing	



# Semester - II



**Semester II:**

THEORY PAPER A3: Learning, Teaching and Assessment

Total Marks: 100

Total Hours: 60

FACULTY NAME: Dr. J.Das – DID

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

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Official stamp: *Dr. J. Das*

		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



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, Vygotskian Perspectives, and Zone of Proximal Development	LECTURE METHOD	2 HOURS
2.	Unit 2: Objectives and Instructional Planning in Mathematics	2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools	LECTURE METHOD	4 HOURS
		2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms	LECTURE METHOD	2 HOURS
		2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry	LECTURE METHOD	2 HOURS
		2.4 Unit Planning – Format of A Unit Plan	LECTURE METHOD	2 HOURS
		2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc	LECTURE METHOD	2 HOURS
3.	Unit 3: Strategies for Learning and Teaching Mathematics	3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts	LECTURE METHOD	2 HOURS
		3.2 Learning By Exposition: Advanced Organizer Model	LECTURE METHOD	2 HOURS
		3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project	LECTURE METHOD	3 HOURS

		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

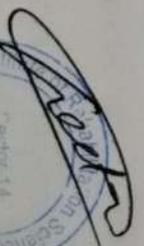
Total marks: 100

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
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,	LECTURE METHOD	3 HOURS

		Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities		
4.	Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science	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
		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

  
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 Director of Science & Research

Theory: Semester - II

PAPER A4 - PEDAGOGY OF TEACHING SOCIAL SCIENCE

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Siddharth Gautam - SG

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

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



Theory—Semester II

THEORY PAPER AS: PEDAGOGY OF TEACHING ENGLISH

Total Marks: 100

Total Hours: 60

FACULTY NAME: Mrs. Sanjana Mittal

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Nature of English Language & Literature	1.1 Principles of Language Teaching	LECTURE METHOD	3 HOURS
		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: Mr. Ramesh Kumar - RK

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		
		1.1 हिन्दी साहित्य का सामान्य परिचय	LECTURE METHOD	2 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	3 HOURS		
		1.4 हिंदी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समविष्ट प्रत्यय	LECTURE METHOD	2 HOURS		
2.	इकाई 2: पाठ्यवस्तु संवर्धन	1.5 माध्यमिक स्तर पर हिंदी पथ्यक्रम में हुए परिवर्तनों का आकलन	LECTURE METHOD	2 HOURS		
		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.	इकाई 3: भाषा अधिगम की प्रकृति और पाठ नियोजन	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 शानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण	LECTURE METHOD	2 HOURS		
		3.6 विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेख	LECTURE METHOD	1 HOURS		
		3.7 पाठ योजना के संर चयात्मक उपगम का परिचय और अभ्यास	LECTURE METHOD	2 HOURS		
		4.1 माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता	LECTURE METHOD	3 HOURS		
		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.	इकाई 4: हिंदी की विविध विधि ओ के शिक्षण की विधियों का परिचय और प्रयोग			

		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, भाषासंसार 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 प्रतैश	LECTURE METHOD	3 HOURS
		5.4 श्रव्य उपकरणों का उपयोग - अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग	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 वैदुदण्डिक 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, श्रुतिमुक्त 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 गणों 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

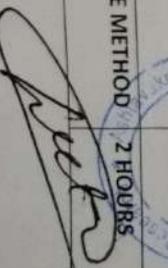
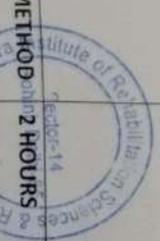
PAPER B6 – INCLUSIVE EDUCATION

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Sandeep Upadhyay

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Introduction to Inclusive Education	1.1 Marginalisation vs. Inclusion: Meaning & Definitions 1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion 1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	3 HOURS 3 HOURS 2 HOURS 2 HOUR
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) 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCPRD) (2006) 2.3 International Frameworks: Salamanca Framework (1994), Bivako Millennium Framework of Action (2002) 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) 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 LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	2 HOURS 2 HOURS 2 HOURS 2 HOURS 2 HOURS
3.	Unit 3: Adaptations Accommodations and	3.1 Meaning, Difference, Need & Steps	LECTURE METHOD	2 HOURS

	Modifications			
		3.2 Specifics for Children with Sensory Disabilities	LECTURE METHOD	2 HOURS
		3.3 Specifics for Children with Neuro-Developmental Disabilities	LECTURE METHOD	3 HOURS
		3.4 Specifics for Children with Loco Motor & Multiple Disabilities	LECTURE METHOD	3 HOURS
		3.5 Engaging Gifted Children	LECTURE METHOD	2 HOURS
4.	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	2 HOURS
		5.2 Advocacy & Leadership for Inclusion in Education	LECTURE METHOD	3 HOURS
		5.3 Family Support & Involvement for Inclusion	LECTURE METHOD	2 HOURS
		5.4 Community Involvement for Inclusion	LECTURE METHOD	3 HOURS
		5.5 Resource Mobilisation for Inclusive Education	LECTURE METHOD	2 HOURS



Theory: Semester – II

PAPER C13 – CURRICULUM DESIGNING, ADAPTATION & EVALUATION (Visual Impairment)

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Mansa Verma

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Concept and Types of Curriculum	1.1 Concept, Meaning and Need for Curriculum	LECTURE METHOD	3 HOURS
		1.2 Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach	LECTURE METHOD	3 HOURS
		1.3 Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum	LECTURE METHOD	2 HOURS
		1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired	LECTURE METHOD	2 HOUR
		1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components	LECTURE METHOD	2 HOURS
2.	Unit 2: Teaching Functional Academics Skills	2.1 Learning media assessment	LECTURE METHOD	4 HOURS
		2.2 Braille reading readiness	LECTURE METHOD	2 HOURS
		2.3 Techniques of teaching Braille	LECTURE METHOD	2HOURS
3.	Unit 3: Teaching of Independent Living Skills	2.4 Techniques of Teaching print to children with low vision	LECTURE METHOD	2 HOURS
		2.5 Braille aids and devices, optical devices for print reading and writing	LECTURE METHOD	2 HOURS
		3.1 Independent living skills – Meaning, Importance, Components	LECTURE METHOD	2 HOURS
		3.2 Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids	LECTURE METHOD	2 HOURS
		3.3 Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills	LECTURE METHOD	3 HOURS

		3.4 Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision	LECTURE METHOD	3 HOURS
		3.5 Techniques of teaching social interaction skills, leisure and recreation skills and self - determination	LECTURE METHOD	2 HOURS
4.	Unit 4: Curricular Adaptation	4.1 Curricular adaptation – Need, Importance and Process	LECTURE METHOD	3 HOURS
		4.2 Reasonable accommodation – Need and Planning	LECTURE METHOD	3 HOURS
		4.3 Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing	LECTURE METHOD	2 HOURS
		4.4 Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching	LECTURE METHOD	2 HOURS
		4.5 Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps	LECTURE METHOD	2 HOURS
5.	Unit 5: Curricular Activities	5.1 Curricular activities – Meaning and Need for Adaptation.	LECTURE METHOD	2 HOURS
		5.2 Adaptation of Physical education activities and Yoga	LECTURE METHOD	3 HOURS
		5.3 Adaptation of Games and Sports – both Indoor and Outdoor	LECTURE METHOD	2 HOURS
		5.4 Creative Arts for the children with visual impairment	LECTURE METHOD	3 HOURS
		5.5 Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket	LECTURE METHOD	2 HOURS



**PRACTICAL: Semester – II**

**PAPER E2 - Disability specialization**

**Total Marks: 100**

**Total Hours: 60**

**FACULTY NAME: Ms. Mansa Verma - MV / Mr. Dinesh Bindal - DB**

**Procedure:**

Disability Focus	Education Setting	Hrs	Tasks for the students-teachers	Description	Name of Faculty
Learning of Braille	College	30	Braille	Bharati Hindi or Regional Braille 2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	
General	College	20	Braille	Bharati Hindi or Regional Braille 2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	
Learning the use of Assistive Devices	College	20	Maths	Taylor Frame: Basic Operation using arithmetic and algebraic types	





# Semester - II

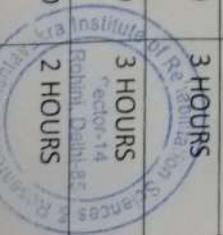
## PAPER C14 – INTERVENTION AND TEACHING STRATEGIES

Total marks: 100

Total hours: 60

FACULTY NAME- Ms. Mansa Verma

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Theoretical Perspectives	1.1 Difference among Methods, Approaches and Strategies	LECTURE METHOD	3 HOURS
		1.2 Intervention – Concept, Scope and Importance	LECTURE METHOD	3 HOURS
		1.3 Intervention for lately blinded students – Role of Special teachers/educators	LECTURE METHOD	2 HOURS
		1.4 Mediated teaching-learning – Concept, Need and Procedure	LECTURE METHOD	2 HOUR
		1.5 Enriched teaching for Concept development: Converting visual concepts into accessible experiences	LECTURE METHOD	2 HOURS
2.	Unit 2: Mathematics	2.1 Coping with Mathematics phobias.	LECTURE METHOD	4 HOURS
		2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment	LECTURE METHOD	2 HOURS
		2.3 Preparation and Use of tactile materials 2	LECTURE METHOD	2HOURS
		2.4 Mental arithmetic abilities – Concept, Importance and Application	LECTURE METHOD	2 HOURS
		2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment	LECTURE METHOD	2 HOURS
Unit 3: Science	Unit 3: Science	Providing first-hand experience in the class and the school environment	LECTURE METHOD	2 HOURS
		3.2 Inclusive/collaborative learning for laboratory work	LECTURE METHOD	2 HOURS
		3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment	LECTURE METHOD	3 HOURS
		3.4 Problem solving and Learning by doing approach for Visually Impaired students	LECTURE METHOD	3 HOURS
		3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions	LECTURE METHOD	2 HOURS
3.	Unit 4: Social Science	4.1 Techniques of preparation and presentation of adapted Tactile maps,	LECTURE METHOD	3 HOURS



		Diagrams, and Globe		
		4.2 Procuring, adapting and use of different types of models	LECTURE METHOD	3 HOURS
		4.3 Organizing field trips	LECTURE METHOD	2 HOURS
		4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play	LECTURE METHOD	2 HOURS
		4.5 Evaluation of concepts and skills in social science with particular reference to Geography	LECTURE METHOD	2 HOURS
4.	Unit 5: Teaching of Children with Low Vision	5.1 Visual Stimulation: Concept and Procedure	LECTURE METHOD	2 HOURS
		5.2 Selection of an appropriate medium of reading and writing	LECTURE METHOD	3 HOURS
		5.3 Techniques and procedures for developing reading and writing skills	LECTURE METHOD	2 HOURS
		5.4 Orientation and Mobility for low vision children	LECTURE METHOD	3 HOURS
		5.5 Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast	LECTURE METHOD	2 HOURS

  
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Theory: Semester – III

PAPER C14 – TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Dinesh Bindal - DB

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Introducing Educational and Information Communication Technology	1.1 Educational Technology--Concept, Importance, and Scope 1.2 Difference between Educational Technology and Technology in Education 1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment	LECTURE METHOD LECTURE METHOD LECTURE METHOD	3 HOURS 3 HOURS 2 HOURS
2.	Unit 2: Adaptive Technologies	1.4 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired 1.5 ICT and the UN Convention on the Rights of Persons with Disabilities 2.1 Concept and Purposes 2.2 Basic Considerations--Access, Affordability, and Availability 2.3 Addressing User's Perspectives in Developing Adaptive Technologies 2.4 Roles of IIT's and the Scientific Community	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	2 HOUR 2 HOURS 4 HOURS 2 HOURS 2 HOURS 2 HOURS
		2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations 3.1 Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software. 3.2 Braille Notetakers and Stand-alone Reading Machines 3.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers and use of TLM, ii) Locating and procuring Science equipment 3.4 On-Line Libraries and Bookshare	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	2 HOURS 2 HOURS 2 HOURS 3 HOURS 3 HOURS 3 HOURS

  
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3.	Unit 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision	3.3.5 Daisy Books, Recordings, and Smart Phones. 4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths	LECTURE METHOD LECTURE METHOD	2 HOURS 3 HOURS
	4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science		LECTURE METHOD	3 HOURS
	.. 4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS		LECTURE METHOD	2 HOURS
	4.4 Low vision devices: Optical, Non-Optical and Projective		LECTURE METHOD	2 HOURS
	4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams		LECTURE METHOD	2 HOURS
4.	Unit 5: Computer-Aided Learning	5.1 Social Media	LECTURE METHOD	2 HOURS
		5.2 Creation of Blogs	LECTURE METHOD	3 HOURS
		5.3 Tele-Conferencing	LECTURE METHOD	2 HOURS
		5.4 Distance Learning and ICT	LECTURE METHOD	3 HOURS
		5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment	LECTURE METHOD	2 HOURS

  
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Theory: Semester – III

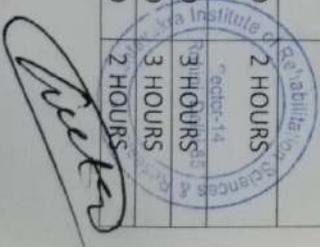
PAPER C14 – PSYCHO SOCIAL AND FAMILY ISSUES

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Sandeep Upadhyay -SU

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Family of a Child with Visual Impairment.	1.1 Birth of a child with visual impairment and its effect on parents and family dynamics	LECTURE METHOD	3 HOURS
		1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting	LECTURE METHOD	3 HOURS
		1.3 Stereotypic attitudes related to visual impairment and attitude modification	LECTURE METHOD	2 HOURS
		1.4 Role of family in Early stimulation, Concept development and Early intervention	LECTURE METHOD	2 HOUR
		1.5 ICT and the UN Convention on the Rights of Persons with Disabilities	LECTURE METHOD	2 HOURS
2.	Unit 2: Parental Issues and Concerns	2.1 Choosing an educational setting	LECTURE METHOD	4 HOURS
		2.2 Gender and disability	LECTURE METHOD	2 HOURS
		2.3 Transition to adulthood: sexuality, marriage, and employment	LECTURE METHOD	2HOURS
		2.4 Parent support groups	LECTURE METHOD	2 HOURS
		2.5 Attitude of professionals in involving parents in IEP and IFSP;	LECTURE METHOD	2 HOURS
		3.1 Concept of habitation and rehabilitation	LECTURE METHOD	2 HOURS
		3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)	LECTURE METHOD	2 HOURS
		3.3 Legal provisions, concessions and advocacy.	LECTURE METHOD	3HOURS
		3.4 Vocational rehabilitation: need and challenges	LECTURE METHOD	3 HOURS
		3.5 Issues and challenges in rural settings	LECTURE METHOD	2 HOURS
	Unit 3: Rehabilitation of Children with Visual Impairment			



3.	Unit 4: Meeting the Challenges of Children with Visual Impairment	4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths 4.1 Enhancing prosocial behaviour	LECTURE METHOD	3 HOURS
		4.2 Stress and coping strategies	LECTURE METHOD	3 HOURS
		4.3 Recreation and leisure time management	LECTURE METHOD	2 HOURS
		4.4 Challenges of adventitious visual impairment	LECTURE METHOD	2 HOURS
		4.5 Soft skills and social skills training	LECTURE METHOD	2 HOURS

Theory: Semester – III

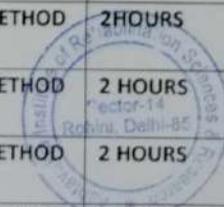
PAPER D17 – READING AND REFLECTING ON TEXTS

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Ram Tirath Prajapati - RTP

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	LECTURE METHOD	2 HOURS



*Ram Tirath Prajapati*

		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	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)	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

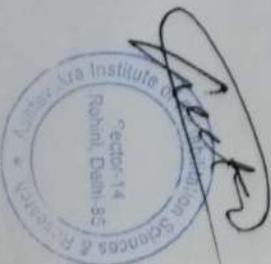
Theory: Semester – III

PAPER D18 – PERFORMING AND VISUAL ARTS

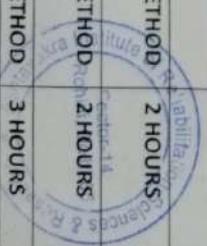
Total marks: 100

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	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



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	5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities	LECTURE METHOD	3 HOURS
	5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations	LECTURE METHOD	2 HOURS

**Practical: Semester – III**

**PAPER E2 – Disability Specialization**

Total Marks: 100

Total Hours: 120

FACULTY NAME: Mr. Sandeep Upadhyay -SU / Ms. Mansa Verma - MV

Procedure:

S.No	Tasks for the Student-Teachers	Educational Settings	Disability Focus	Hrs	Specific Activities	Marks
1.1	Reading and writing of standard English braille	College	VI	60	1. Reading and writing English Braille text.	50
				30	2. Transcription from print to Braille and vice versa(Grade II)	25
1.2	Braille Fraction	College	VI	30	3. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions	25
				30	4. Abacus and Geometric kit)	
1.3	Tylor Frame					



**Practical: Semester – III**

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

**Total Marks: 100**

**Total Hours: 120**

**FACULTY NAME: Mr. Dinesh Bindal - DB / Mr. Ram Tirath Prajapati - RTP**

**Procedure:**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	Hours	Credits	No. of Lessons	Faculty
1	Classroom teaching	VI	Special Schools for VI	120	4	Min. 90 school periods	



# Semester -IV



Theory: Semester – IV

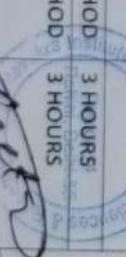
**PAPER B10A – GUIDANCE & COUNSELLING**

Total marks: 100

Total hours: 30

FACULTY NAME: Ms. Mansa Verma - MV

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 C14 – Orientation and Mobility

Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Sandeep Upadhyay

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Introduction to Orientation and Mobility .	1.1 Orientation and Mobility -- Definition, Importance and Scope	LECTURE METHOD	3 HOURS
		1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow	LECTURE METHOD	3 HOURS
		1.3 Roles of Other Senses in O&M Training	LECTURE METHOD	2 HOURS
		1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training	LECTURE METHOD	2 HOUR
		1.5 Blindfold -- Rationale and Uses for the Teacher	LECTURE METHOD	2 HOURS
2.	Unit 2: Human/ Sighted Guide Technique	2.1 Grip	LECTURE METHOD	4 HOURS
		2.2 Stance	LECTURE METHOD	2 HOURS
		2.3 Hand Position;	LECTURE METHOD	2HOURS
		2.4 Speed Control	LECTURE METHOD	2 HOURS
		2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths	LECTURE METHOD	2 HOURS
		3.1 Upper and Lower Body protection	LECTURE METHOD	2 HOURS
		3.2 Room Familiarization	LECTURE METHOD	2 HOURS
	Unit 3: Pre-Cane Skills	3.3 Using Oral Description for Orientation	LECTURE METHOD	3 HOURS

		3.4 Search Patterns	LECTURE METHOD	3 HOURS
		3.5 Building Map Reading Skills	LECTURE METHOD	2 HOURS
3.	Unit 4: Cane Travel Techniques and Devices Reference to School Subjects and Low Vision	4.1 Canes -- Types, Parts, Six Considerations	LECTURE METHOD	3 HOURS
		4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique	LECTURE METHOD	3 HOURS
		4.3 Use of Public Transport	LECTURE METHOD	2 HOURS
		4.4 Asking for Help: When and How	LECTURE METHOD	2 HOURS
		4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses	LECTURE METHOD	2 HOURS
4.	Unit 5: Training In Independent Living Skills	5.1 Self Care, Gait and Posture	LECTURE METHOD	2 HOURS
		5.2 Personal Grooming	LECTURE METHOD	3 HOURS
		5.3 Eating Skills and Etiquette	LECTURE METHOD	2 HOURS
		5.4 Identification of Coins and Currency Notes	LECTURE METHOD	3 HOURS
		5.5 Basics of Signature Writing	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 (Guest Faculty)

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

  
Dr. Preeti Jindal  
Faculty  
Department of Education  
Jindal Institute of Education  
Gurgaon, Haryana

**Practical: Semester – IV**

**Practical EI: Cross Disability and Inclusion**

**Total Marks: 100**

**Total Hours: 120**

**FACULTY NAME: Mr. Sandeep Upadhyay -SU / Mr. Ram Tirath Prajapati - RTP**

**Procedure:**

S.No	Tasks for the Student-Teachers	Disability Focus	Education Setting	Hrs	No. of Lessons	Faculty
1.1	Classroom Observation For school subjects at different levels	1. Special schools other than VI 2. Inclusive schools	Rural/semi-urban	15	Observation For school subjects at different levels	
1.2	Orientation and Mobility Training	College Campus and outside campus	Resource Room /resource room/ Inclusive School	60	Observation For school subjects at different levels a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction finding technique	
1.3	Teaching lessons on O&M and ADL	Special and inclusive school	Special schools for other disabilities/ Resource Room/ Inclusive School	30	Individualized Teaching lessons on orientation and mobility and activities of daily living	



**Practical F2: Other disability special school**

Total Marks: 100

Total Hours: 120

FACULTY NAME: Mr. Dinesh Bindal

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Set up	Hours	No. of Lessons	Faculty
1	Classroom teaching, development of TLM, document study, maintenance of record	Other than Visual Impairment VINMD	Special schools for other disabilities	60		
	2. Classroom teaching, development of TLM, document study, maintenance of record		Special schools or programmes for Multiple disabilities	60		

  
Teacher - A  
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Sciences & Mathematics  
Jyoti Institute of Education  
Rajkot, District

**Practical F3: Inclusive school**

**Total Marks: 100**

**Total Hours: 120**

**FACULTY NAME: Ms. Mansa Verma**

**Procedure:**

S.No	Tasks for the Student-Teachers	Disability Focus	Set up	Hours	Specification	Faculty
1	Classroom teaching with special focus on functional academic skills e.g., Braille, special equipment's, 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 Hrs	NA	

