

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

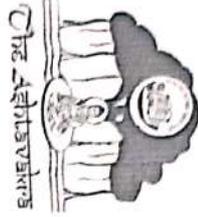
PSP, Institutional Area, Madhuban Chowk, Rohini Delhi-85, Ph : 011-27550012/13

Fax : 011-27550018 • Email : info rehab@tecna.in Website : www.rehab.tecna.in

Course / Teaching Plan

B.Ed.Spl.Ed. LD 2023-24





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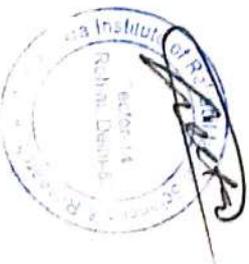
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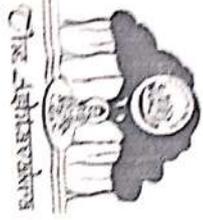
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Semester -I





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CURRICULUM TRANSACTION

B.Ed.Spl.Ed.LD.2022-24

Semester -I

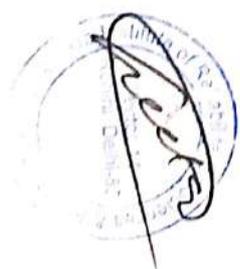
1st Year—Semester I

THEORY PAPER AI: Human Growth & Development

Total Marks: 100

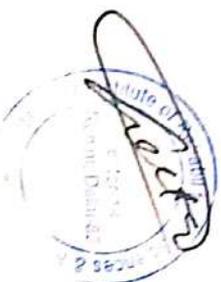
Total hours: 60

FACULTYNAME: Ms. Shubh Gulati - SG



S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Approaches to Human Development	1.1 Human development as a discipline from infancy to adulthood	LECTURE & DEMONSTRATION METHOD	3 HOURS
		1.2 Concepts and Principles of development	LECTURE METHOD	3 HOURS
		1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)	LECTURE METHOD	2 HOURS
		1.4 Nature vs Nurture	LECTURE METHOD	2 HOUR

	1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)	LECTURE METHOD	2 HOURS
2. Unit 2: Theoretical Approaches to Development	2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)	LECTURE & FIELD VISIT METHOD	4 HOURS
	2.2 Psychosocial Theory (Erikson)	LECTURE & FIELD VISIT METHOD	2 HOURS
	2.3 Psychoanalytic Theory (Freud)	LECTURE & FIELD VISIT METHOD	2HOURS
	2.4 Ecological Theory (Bronfenbrenner)	LECTURE METHOD	2 HOURS
	2.5 Holistic Theory of Development (Steiner)	LECTURE METHOD	2 HOURS
3. Unit 3: The Early Years (Birth to Eight Years)	3.1 Prenatal development: Conception, stages and influences on prenatal development	LECTURE METHOD	2 HOURS
	3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development	LECTURE METHOD	2 HOURS
	3.3. Milestones and variations in Development	LECTURE METHOD	3 HOURS
	3.4 Environmental factors influencing early childhood development	LECTURE METHOD	3 HOURS
	3.5 Role of play in enhancing development	LECTURE METHOD	2 HOURS
4. Unit 4: Early Adolescence (From nine years to eighteen years)	4.1 Emerging capabilities across domains of physical and social emotional	LECTURE METHOD	3 HOURS
	4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics	LECTURE METHOD	3 HOURS
	4.3 Issues related to puberty	LECTURE METHOD	2 HOURS
	4.4 Gender and development	LECTURE METHOD	2 HOURS
	4.5 Influence of the environment (social, cultural, political) on the growing child	LECTURE METHOD	2 HOURS
5. Unit 5: Transitions into Adulthood	5.1 Psychological well-being	LECTURE METHOD	2 HOURS
	5.2 Formation of identity and self-concept	LECTURE METHOD	3 HOURS
	5.3 Emerging roles and responsibilities	LECTURE METHOD	2 HOURS
	5.4 Life Skills and independent living	LECTURE METHOD	3 HOURS
	5.5 Career Choices	LECTURE METHOD	2 HOURS



Theory Semester - I

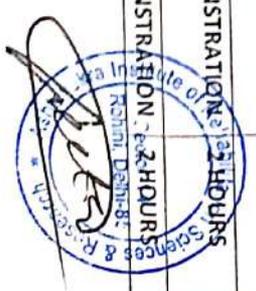
Paper A2: Contemporary India and Education

Total Marks: 100

Total hours: 60

FACULTY NAME: Ms. Aakansha - AK

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Philosophical Foundations of Education	1.1 Education: Concept, definition and scope 1.2 Agencies of Education: School, family, community and media 1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism 1.4 Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan) 1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE & DEMONSTRATION METHOD	3 HOURS 3 HOURS 2 HOURS 2 HOUR 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



		METHOD	
3.	Unit 3: Contemporary Issues and Concerns	3.1 Universalisation of School Education, Right to Education and Universal Access	LECTURE METHOD 2 HOURS
		3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning	LECTURE METHOD 2 HOURS
		3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled	LECTURE METHOD 3 HOURS
		3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues	LECTURE METHOD 3 HOURS
		3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system	LECTURE METHOD 2 HOURS
4.	Unit 4: Education Commissions and Policy (School Education)	4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice	LECTURE METHOD 3 HOURS
		4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)	LECTURE METHOD 3 HOURS
		4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).	LECTURE METHOD 2 HOURS
		4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009	LECTURE METHOD 2 HOURS
		4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRRP, 2006; MDG, 2015; INCHEON strategies	LECTURE METHOD 2 HOURS
		5.1 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.	Unit 5: Issues and Trends in Education	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 3 HOURS



		3.5. Functional Assessment Procedures	LECTURE METHOD	2 HOURS
		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
		5.1 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
4.	Unit 4: Educational Implications of Visual Impairment			
5.	Unit 5: Deaf-blindness			



Theory: Semester – I (Common Paper)

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

Total Marks: 100

Total hours: 30

FACULTY NAME: Mr. Rajesh Kumar Singh – RKS

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: Ms. Divyanshi Kohli - DK

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, Tuberculous 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. Anoushka Sharma

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Introduction to Learning Disability (LD)	1.1 LD: Definition and concept 1.2 History of LD 1.3 Etiology of LD - medical and social 1.4 Co-morbidity with LD – ADHD	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	3 HOURS 3 HOURS 2 HOURS 2 HOUR
2.	Unit 2: Types of LD	1.5 LD across the life span 2.1 Specific LD in Reading 2.2 Specific LD in Writing 2.3 Specific LD in Mathematics 2.4 Dyspraxia	LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD LECTURE METHOD	2 HOURS 4 HOURS 2 HOURS 2 HOURS 2 HOURS



		2.5 Non-verbal LD	LECTURE METHOD	2 HOURS
3.	Unit 3: Assessment of LD	3.1 Concept of screening and identification	LECTURE METHOD	2 HOURS
		3.2 Identification criteria – DSM 5	LECTURE METHOD	2 HOURS
		3.3 Differential diagnosis	LECTURE METHOD	3 HOURS
		3.4 Assessment tools – standardized (WISC, SPM, CPM, DTL, DTRD, BCSLD, DTRD, BCSLD,	LECTURE METHOD	3 HOURS
		3.5 GLAD, Aston Index), CRTs and NRTs, TMTs	LECTURE METHOD	2 HOURS
4.	Unit 4: Domains of Assessment	4.1 Motor	LECTURE METHOD	3 HOURS
		4.2 Perceptual	LECTURE METHOD	3 HOURS
		4.3 Cognitive	LECTURE METHOD	2 HOURS
		4.4 Social-Emotional	LECTURE METHOD	2 HOURS
		4.5 Language	LECTURE METHOD	2 HOURS
5.	Unit 5: Assessment of Curricular Areas	5.1 Readiness skills	LECTURE METHOD	2 HOURS
		5.2 Reading	LECTURE METHOD	3 HOURS
		5.3 Spelling	LECTURE METHOD	2 HOURS
		5.4 Writing	LECTURE METHOD	3 HOURS
		5.5 Mathematic	LECTURE METHOD	2 HOURS



PRACTICALS: Semester – I

PAPER E1: Cross Disability and Inclusion

Total Marks: 100

Total Hours:

FACULTY NAME: Ms. Anoushka Sharma

Procedure:

Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
Classroom observation	Major Disability	Special school	25	Minimum 30 school Periods
	Other than Major disability	Minimum 3 Special schools for other disabilities	25	Minimum 30 school Periods
	Any Disability	Inclusive Schools	10	Minimum 10 school Periods

Anoushka Sharma



Semester II:

THEORY PAPER A3: Learning, Teaching and Assessment

Total Marks: 100

Total Hours: 60

FACULTY NAME: Ms. Divyanshi Kohli - DK

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, Thuric 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	2 HOURS
		2.4 Memory, Thinking, and Problem Solving	LECTURE METHOD	2 HOURS
		2.5 Motivation: Nature, Definition and Maslow's Theory	LECTURE METHOD	2 HOURS
3.	Unit 3: Teaching Learning Process	3.1 Maxims of Teaching	LECTURE METHOD	2 HOURS
		3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect	LECTURE METHOD	2 HOURS
		3.3 Stages of Learning: Acquisition, Maintenance, Generalization	LECTURE METHOD	3 HOURS
		3.4 Learning Environment: Psychological and Physical	LECTURE METHOD	3 HOURS
		3.5 Leadership Role of Teacher In Classroom, School and Community	LECTURE METHOD	2 HOURS
4.	Unit 4: Overview of Assessment and School System	4.1 Assessment: Conventional meaning and constructivist perspective	LECTURE METHOD	3 HOURS
		4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference	LECTURE METHOD	3 HOURS
		4.3 Comparing and contrasting assessment, evaluation, measurement, test	LECTURE METHOD	2 HOURS



		and examination		
		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

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Theory Semester - II

PAPER A4 - PEDAGOGY OF TEACHING MATHEMATICS

Total marks: 100

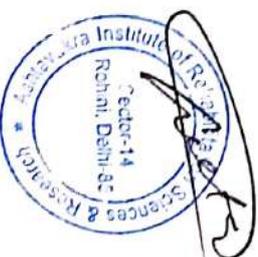
Total hours: 60

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

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		3.4 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

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Nature and Significance of Science	1.1 Nature, Scope, Importance and Value of Science	LECTURE METHOD	3 HOURS
		1.2 Science As An Integrated Area of Study	LECTURE METHOD	3 HOURS
		1.3 Science and Modern Indian Society: Relationship of Science and Society	LECTURE METHOD	2 HOURS
		1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament	LECTURE METHOD	2 HOUR
		1.5 Role of Science for Sustainable Development	LECTURE METHOD	2 HOURS
2.	Unit 2: Planning for Instruction	2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School	LECTURE METHOD	4 HOURS
		2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms	LECTURE METHOD	2 HOURS
		2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences	LECTURE METHOD	2 HOURS
		2.4 Unit Planning – Format of A Unit Plan	LECTURE METHOD	2 HOURS
		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-mappings, 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

The stamp is circular and contains the text 'GOVERNMENT OF RAJASTHAN' and 'RAJASTHAN UNIVERSITY'. A handwritten signature is written over the stamp.

		Situated/Contextual Learning with reference to Children with Disabilities	LECTURE METHOD	2 HOURS
		3.5 Constructivist Approach and its Use in Teaching Science	LECTURE METHOD	3 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	2 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	3 HOURS
		5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment	LECTURE METHOD	2 HOURS
		5.3 Tools and Techniques for Formative and Summative Assessments	LECTURE METHOD	3 HOURS
		5.4 Preparation of Diagnostic Test and Achievement Test	LECTURE METHOD	2 HOURS
		5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities	LECTURE METHOD	2 HOURS




Theory: Semester - II

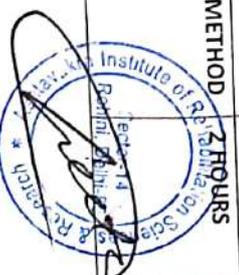
PAPER A4 - PEDAGOGY OF TEACHING SOCIAL SCIENCE

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	2 HOURS
		2.4 Procedure of Unit and Lesson Planning	LECTURE METHOD	2 HOURS
		2.5 Adaptation of unit and lesson plans for children with disabilities	LECTURE METHOD	2 HOURS
3.	Unit III: Approaches to teaching of Social Science	3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive	LECTURE METHOD	2 HOURS
		3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method	LECTURE METHOD	2 HOURS
		3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving	LECTURE METHOD	2 HOURS
		3.3 Accommodations required in approaches for teaching children with disabilities	LECTURE METHOD	2 HOURS
		3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point	LECTURE METHOD	2 HOURS



		Presentation		
		3.5 Adaptations of material for teaching children with disabilities	LECTURE METHOD	2 HOURS
		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
		5.1 Being a reflective practitioner- use of action research	LECTURE METHOD	3 HOURS
5.	Unit V: Social Science Teacher as a Reflective Practitioner	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	2 HOURS
		1.3 English Language in the school context: An Evolutionary Perspective	LECTURE METHOD	2 HOUR
		1.4 Current Trends in Modern English Literature in Indian context	LECTURE METHOD	2 HOURS
		1.5 Teaching as second language in Indian context.	LECTURE METHOD	4 HOURS
2.	Unit 2: Instructional Planning	2.1 Aims and objectives of Teaching English at different stages of schooling	LECTURE METHOD	2 HOURS
		2.2 Instructional Planning: Need and Importance	LECTURE METHOD	2HOURS
		2.3 Unit and lesson plan: Need and Importance	LECTURE METHOD	2 HOURS
		2.4 Procedure of Unit and Lesson Planning	LECTURE METHOD	2 HOURS
		2.5 Planning and adapting units and lessons for children with disabilities	LECTURE METHOD	2 HOURS
3.	Unit 3: Approaches and Methods of Teaching English	3.1 Difference between an approach and a method	LECTURE METHOD	2 HOURS
		3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach	LECTURE METHOD	3 HOURS
		3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method	LECTURE METHOD	3 HOURS
		3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing	LECTURE METHOD	2 HOURS
		3.5 Accommodation in approaches and techniques in teaching children with disabilities	LECTURE METHOD	3 HOURS
	Unit 4: Instructional Materials	4.1 Importance of instructional material and their effective use	LECTURE METHOD	3 HOURS


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 Date: _____
 Page: _____

Theory: Semester – II

PAPER AS – 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	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
2.	इकाई 2: पाठ्यवस्तु संवर्धन	1.5 माध्यमिक स्तर पर हिंदी पथ्यक्रम में हुए परिवर्तनों का आकलन	LECTURE METHOD	1 HOURS
		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 व्यवहारिक शब्दावली में लेख	LECTURE METHOD	2 HOURS
3.	इकाई 3: भाषा अधिगम की प्रकृति और पाठ नियोजन	3.7 पाठ योजना के संरचनात्मक उपगम का परिचय और अभ्यास	LECTURE METHOD	3 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 गद्य के समावेश की उपयोगिता।	LECTURE METHOD	3 HOURS
4.	इकाई 4: हिंदी की विविध विधिओं के शिक्षण की विधियों का परिचय और प्रयोग			



		4.4 एष्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयोगिता 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, भाषासंज्ञा 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 कार्मैक्ट 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 वैद्यूदण्विक 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 संवर्धीवृत्त 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

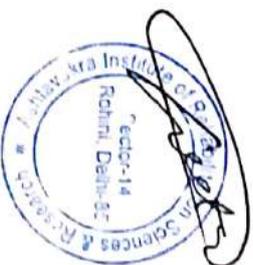
Total marks: 100

Total hours: 60

FACULTY NAME: Mr. Rajesh Kumar Singh

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 LECTURE METHOD	3 HOURS 3 HOURS 2 HOURS 2 HOUR 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) 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) 2.3 International Frameworks: Salamanca Framework (1994), Biwako 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), RMTSA (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 and Accommodations and	3.1 Meaning, Difference, Need & Steps	LECTURE METHOD	2 HOURS

	Modifications			
		3.2 Specifics for Children with Sensory Disabilities	LECTURE METHOD	2 HOURS
		3.3 Specifics for Children with Neuro-Developmental Disabilities	LECTURE METHOD	3 HOURS
		3.4 Specifics for Children with Loco Motor & Multiple Disabilities	LECTURE METHOD	3 HOURS
		3.5 Engaging Gifted Children	LECTURE METHOD	2 HOURS
4.	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

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Anoushka Sharma- AS

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Curriculum Design	1.1 Curriculum design– Concept, Definition and Principles	LECTURE METHOD	3 HOURS
		1.2 Principles of Inclusive Curriculum, Types of curriculum– Core, Collateral, Support, Hidden	LECTURE METHOD	3 HOURS
		1.3 Universal design of learning for curriculum development	LECTURE METHOD	2 HOURS
		1.4 NCF	LECTURE METHOD	2 HOUR
		1.5 Curriculum Design and Development: Subject centred, learner centred (CWLD), Learning centred	LECTURE METHOD	2 HOURS
2.	Unit 2: Curriculum Hierarchies	2.1 Reading (English and any Regional language)	LECTURE METHOD	4 HOURS
		2.2 Writing	LECTURE METHOD	2 HOURS
		2.3 Mathematics	LECTURE METHOD	2 HOURS
		2.4 Science	LECTURE METHOD	2 HOURS
		2.5 Social studies	LECTURE METHOD	2 HOURS
3.	Unit 3: Instructional Planning	3.1 Models of instructional planning – ADDIE .	LECTURE METHOD	2 HOURS
		3.2 Taxonomies of learning – Cognitive (Bloom's and Anderson), Psychomotor & Affective	LECTURE METHOD	2 HOURS
		3.3 Elements of lesson plan - 5 E plan	LECTURE METHOD	3 HOURS

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3 HOURS
Ms. Anoushka Sharma

		3.4 Models of teaching - CAM	LECTURE METHOD	3 HOURS
		3.5 Pyramid plan	LECTURE METHOD	2 HOURS
4.	Unit 4: Adaptation, Modification, Accommodation	4.1 Definition and concept of adaptation, modification, accommodation	LECTURE METHOD	3 HOURS
		4.2 Principles and steps of adaptation	LECTURE METHOD	3 HOURS
		4.3 Differentiated instruction	LECTURE METHOD	2 HOURS
		4.4 IEP	LECTURE METHOD	2 HOURS
		4.5 Classroom management – cooperative, collaborative, arrangement	LECTURE METHOD	2 HOURS
5.	Unit 5: Assessment & Evaluation	5.1 Assessment & Evaluation- Concept, definition, scope	LECTURE METHOD	2 HOURS
		5.2 Types of Assessment- Alternative, Authentic, Performance based, Subject based portfolio	LECTURE METHOD	3 HOURS
		5.3 Evaluation – Formative, Summative, CCE	LECTURE METHOD	2 HOURS
		5.4 Development of question paper (table of specifications)	LECTURE METHOD	3 HOURS
		5.5 Tools of evaluation- Rubrics grading, marking schemes	LECTURE METHOD	2 HOURS



PRACTICAL: Semester – II

PAPER E2 - Disability specialization

Total Marks: 100

Total Hours: 60

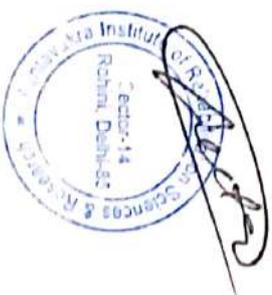
FACULTY NAME: Ms. Anoushka Sharma- AS / Ms. Aakansha - AK

Procedure:

Sl.No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	Classroom observation	Major Disability	Special school	30	Observation of all subjects at different level, minimum 50 school periods.
1.2	a. Lesson planning for subjects selected b. Lesson planning focussing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10 lessons
		Major Disability	For Special school & Inclusive Set up	10	10 lessons
1.3	a. Micro teaching & simulated teaching on selected skills b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	General	Institute	5	10 lessons
		Major Disability	Institute	5	10 lessons



Semester III



Theory: Semester – III

PAPER CI4 – INTERVENTION AND TEACHING STRATEGIES

Total marks: 100

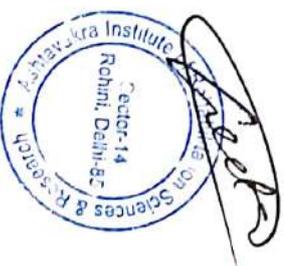
Total hours: 60

FACULTY NAME: Mr. Rajesh Kumar Singh - RKS

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Conceptual Framework of Educational Interventions	1.1 Definition, purpose, scope and principles of educational intervention	LECTURE METHOD	3 HOURS
		1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)	LECTURE METHOD	3 HOURS
		1.3 Steps of intervention	LECTURE METHOD	2 HOURS
		1.4 Cascade of services and Response to Intervention	LECTURE METHOD	2 HOUR
		1.5 Issues and ethics in educational intervention	LECTURE METHOD	2 HOURS
2.	Unit 2: Educational Interventions for Processing Deficit	2.1 Attention	LECTURE METHOD	4 HOURS
		2.2 Perception	LECTURE METHOD	2 HOURS
		2.3 Memory	LECTURE METHOD	2 HOURS
		2.4 Thinking	LECTURE METHOD	2 HOURS
		2.5 Meta-cognition	LECTURE METHOD	2 HOURS
3.	Unit 3: Reading and Writing Interventions	3.1 Principles of intervention in reading and writing	LECTURE METHOD	2 HOURS
		3.2 Strategies for developing word recognition skills, fluency and comprehension	LECTURE METHOD	3 HOURS
		3.3 Strategies for developing handwriting, spelling and written expression	LECTURE METHOD	3 HOURS


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3 HOURS
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		3.4 Strategies for Reading and writing across the curriculum	LECTURE METHOD	3 HOURS
		3.5 Strategies for differentiation and inclusion in the classroom	LECTURE METHOD	2 HOURS
4	Unit 4: Interventions for Mathematics	4.1 Principles for interventions in mathematics	LECTURE METHOD	3 HOURS
		4.2 Strategies for developing mathematical concepts	LECTURE METHOD	3 HOURS
		4.3 Strategies for developing computation, automaticity [timed tasks] and application	LECTURE METHOD	2 HOURS
		4.4 Strategies for problem solving	LECTURE METHOD	2 HOURS
		4.5 Accommodations [Calculators, Computers] in the mainstream classroom	LECTURE METHOD	2 HOURS
5.	Unit 5: Intervention in Life Skills	5.1 Strategies for developing of Social skills	LECTURE METHOD	2 HOURS
		5.2 Strategies for developing Study skills	LECTURE METHOD	3 HOURS
		5.3 Strategies for self-assessment and advocacy	LECTURE METHOD	2 HOURS
		5.4 Strategies for soft skills [presenting self, time management, decision making]	LECTURE METHOD	3 HOURS
		5.5 Preparation for Independent Living: Career Planning, leisure and recreation	LECTURE METHOD	2 HOURS



Theory: Semester – III

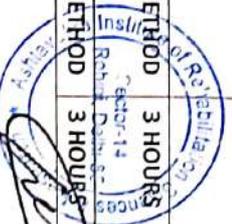
PAPER C15 – TECHNOLOGY AND DISABILITY

Total marks: 100

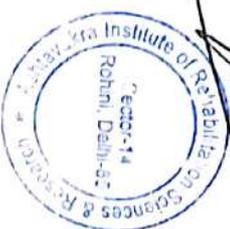
Total hours: 60

FACULTY NAME: Ms. Divyanshi Kohli - DK

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Concept of Technology	1.1 Meaning, Nature, Scope and Significance of Technology	LECTURE METHOD	3 HOURS
		1.2 Types /tools of technology – Projector, Smart board, Software and ipad, ipod, Tablets, Mobiles	LECTURE METHOD	3 HOURS
		1.3 Technology integration vs technology use in the curriculum	LECTURE METHOD	2 HOURS
		1.4 Assistive technology: Meaning and scope	LECTURE METHOD	2 HOUR
		1.5 Role & Use of AT for children with LD	LECTURE METHOD	2 HOURS
2.	Unit 2: Learning Needs of CWLD	2.1 Communication	LECTURE METHOD	4 HOURS
		2.2 Reading	LECTURE METHOD	2 HOURS
		2.3 Writing	LECTURE METHOD	2 HOURS
		2.4 Mathematics	LECTURE METHOD	2 HOURS
		2.5 Self management	LECTURE METHOD	2 HOURS
3.	Unit 3: Technology for Presentation & Expression (Input and Output)	3.1 Classroom Presentation & Expression: Concept & scope	LECTURE METHOD	2 HOURS
		3.2 Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers	LECTURE METHOD	3 HOURS
		3.3 Auditory - text to voice, screen readers, FM Listening Systems, podcast	LECTURE METHOD	3 HOURS
		3.4 Cognitive – graphic organisers	LECTURE METHOD	3 HOURS



		3.5 Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost	LECTURE METHOD	2 HOURS
4.	Unit 4: Technology for Classroom Engagement	4.1 Classroom engagement – Meaning and components	LECTURE METHOD	3 HOURS
		4.2 Reading, Writing & Mathematics - Talking books, recorder, Optical character recognition, Speech recognition systems, Alternative writing surfaces, pencil grips, podcast, Proof reading software, Talking calculators, Electronic math worksheets, fluidity software	LECTURE METHOD	3 HOURS
		4.3 Organising - sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers	LECTURE METHOD	2 HOURS
		4.4 Types programme- drill & practice, Simulations, Games, Tutorial	LECTURE METHOD	2 HOURS
		4.5 Consideration for selection of programmes and tools in an inclusive class	LECTURE METHOD	2 HOURS
5.	Unit 5: Trends & Issues in Using Technology	5.1 Digital natives & Immigrants	LECTURE METHOD	2 HOURS
		5.2 From isolation to inclusion	LECTURE METHOD	3 HOURS
		5.3 Parent/family involvement	LECTURE METHOD	2 HOURS
		5.4 Cyber Safety	LECTURE METHOD	3 HOURS
		5.5 Evaluation of impact of technology – Social, ethical and human	LECTURE METHOD	2 HOURS



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Theory: Semester – III

PAPER CI6 – PSYCHO SOCIAL AND FAMILY ISSUES

Total marks: 100

Total hours: 30

FACULTY NAME: Ms. Anoushka Sharma

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	Unit 1: Overview of Psycho-social Domains	1.1 Psychosocial domains- Meaning and components- Cognitive, Affective, Social	LECTURE METHOD	3 HOURS
		1.2 Stages of Psychosocial development	LECTURE METHOD	3 HOURS
		1.3 Psycho-social characteristics of children with LD	LECTURE METHOD	2 HOURS
		1.4 Manifestations of psychosocial behaviour at home, school and society	LECTURE METHOD	2 HOUR
		1.5 Causative factors – self and others	LECTURE METHOD	2 HOURS
2.	Unit 2: Family Dynamics	2.1 Family structure and its functioning	LECTURE METHOD	4 HOURS
		2.2 Parenting styles and home environment	LECTURE METHOD	2 HOURS
		2.3 Needs and concerns of family	LECTURE METHOD	2HOURS
		2.4 Needs and concerns of child with LD	LECTURE METHOD	2 HOURS
		2.5 Empowering Parents- Resource management, legal provisions	LECTURE METHOD	2 HOURS
3.	Unit 3: Nurturing Social Emotional Wellbeing	3.1 Strategies for developing positive self-concept	LECTURE METHOD	2 HOURS
		3.2 Social skill training	LECTURE METHOD	2 HOURS
		3.3 Stress management	LECTURE METHOD	3 HOURS
		3.4 Family counselling	LECTURE METHOD	3 HOURS
		3.5 Networking and liaising with students, parents, community & NGO's	LECTURE	2 HOURS



Theory: Semester – III

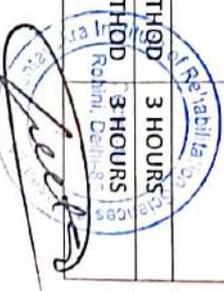
PAPER D17 – READING AND REFLECTING ON TEXTS

Total marks: 100

Total hours: 60

FACULTY NAME: Ms. Aakansha - AK

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


Ms. Aakansha - AK
Faculty
English Department
University of Delhi

Theory: Semester – III

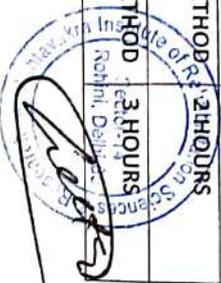
PAPER D18 – PERFORMING AND VISUAL ARTS

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	3 HOURS
4.	Unit 4: Visual Arts	4.1 Range of art activities in visual arts	LECTURE METHOD	3 HOURS



	4.2. Experiencing, responding and appreciating visual art	LECTURE METHOD	3 HOURS
	4.3. Exposure to selective basic skills in visual art	LECTURE METHOD	2 HOURS
	4.4. Art education: Facilitating interest among students: planning and implementing activities	LECTURE METHOD	2 HOURS
	4.5. Enhancing learning through visual art for children with and without special needs: strategies and adaptations	LECTURE METHOD	2 HOURS
5.	Unit 5: Media and Electronic Arts		
	5.1. Range of art activities in media and electronic art forms	LECTURE METHOD	2 HOURS
	5.2. Experiencing, responding and appreciating media and electronic arts	LECTURE METHOD	3 HOURS
	5.3. Exposure to selective basic skills in media and electronic arts	LECTURE METHOD	2 HOURS
	5.4. Media and electronic arts: Facilitating interest among students: planning and implementing activities	LECTURE METHOD	3 HOURS
	5.5. Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations	LECTURE METHOD	2 HOURS



Practical: Semester – III

PAPER E2 – Disability Specialization

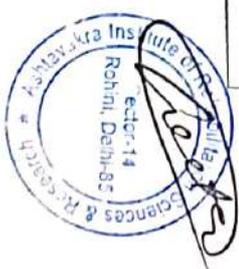
Total Marks: 100

Total Hours: 120

FACULTY NAME: Mr. Rajesh Kumar Singh - RKS / Ms. Aakansha - AK

Procedure:

Sl. No.	Tasks for the Student- teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	a. Classroom observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 schools
1.2	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/ Resource Room	20 lessons
1.3	Individualised Teaching lessons on selected subjects	Major Disability	Special School/ Resource Room	20 TEPs
1.4	Observation of support services	Major Disability	Institute/ Clinic	Depending on the specialization



Practical: Semester – III

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

Total Marks: 100

Total Hours: 60

FACULTY NAME: Ms. Anoushka Sharma- AS / Ms. Aakansha - AK

S. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school Periods



Semester IV



Theory: Semester – IV

PAPER – GUIDANCE AND COUNSELING

Total marks: 100

Total hours: 30

FACULTY NAME: Mr. Rajesh Kumar Singh - RKS

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



Theory: Semester – IV

PAPER D19 – BASIC RESEARCH AND STATISTICS

Total marks: 100

Total hours: 30

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
Guest Faculty
Department of Statistics
Faculty of Sciences & Humanities
Jindal Global Institute
Sector-14
Rohtak, Distt.-Haryana

Practical: Semester – IV

Practical E1: Cross Disability and Inclusion

Total Marks: 100

Total Hours: 120

FACULTY NAME: Ms. Anoushka Sharma

Procedure:

Sl.No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	Classroom observation	Other than Major disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive Schools	Observation of all subjects at different level, minimum 15 school periods
1.2	Lesson planning and execution on different levels for selected subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
1.3	a. Individualised Teaching lessons on different levels for selected subjects	Any Disability	Special schools for other disabilities/ Resource Room	20 lessons
			Inclusive Schools	20 lessons
	b. Individualised Teaching lessons	Any Disability		20 lessons



Practical: Semester – IV

Practical F2- Other Disability Special School (Area B)

Total Marks: 100

Total Hours: 120

FACULTY NAME: Ms. Aakansha - AK

Procedure:

S.No.	Tasks for the Student- teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major disability	Special schools for other disabilities	Minimum 180 school periods



Practical: Semester – IV

Area F3- Inclusive School (Area B & C)

Total Marks: 100

Total Hours: 120

FACULTY NAME: Ms. Divyanshi Kohli - DK

Procedure:

S.No.	Tasks for the Student- teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

