



**MANAV RACHNA  
UNIVERSITY**

Declared as State Private University vide Haryana Act 26 of 2014

## **PROGRAMME BOOKLET**

**B. Ed. Special Education (EDU04)**

**(Academic Session: 2022-2024)**

**School of Education and Humanities**

**Manav Rachna University**

# MANAV RACHNA UNIVERSITY

## Vision

- To educate students in frontier areas of knowledge enabling them to take up challenges as ethical and responsible global citizens

## Mission

- To impart outcome based holistic education
- To disseminate education in frontier areas
- To produce globally competitive, ethical and socially responsible human resources
- To produce human resources sensitive to issues of Environment and Sustainable Development
- To develop Environment and Sustainable development as a thrust area of research and development.

## Quality Policy

- To continuously learn from the best practices, study role models and develop transparent procedures for empowerment of stakeholders.

## Strategic Objectives

- To facilitate, enhance & promote innovation in curriculum design and delivery and have Outcome-oriented Learning Culture.
- To promote Research Environment and Management Practices.
- To enhance the quality of the student learning experience.
- To provide Resources and Infrastructure for Academic Excellence.

# **SCHOOL OF EDUCATION AND HUMANITIES**

## **Vision**

- **To nurture professionals in frontier areas of knowledge enabling them to take up challenges as ethical and responsible global citizens.**

## **Mission**

- **To integrate contemporary pedagogies and skills in the teaching learning process.**
- **To formulate and transact research based teacher education curriculum.**
- **To create a culture of grooming reflective practitioners.**
- **To demonstrate inclusion in deeds and action.**

## **Bachelor of Education Special Education (Learning Disability) (EDU04)**

### **Program Educational Outcomes**

**PEO 1 To groom professional and humane teachers with key competencies pertinent to local and global scenario.**

**PEO 2 To educate students to succeed in higher studies and thrust areas of research in the field of Education and other related fields.**

### **Program Outcomes**

**After the completion of the program, the students will:**

**PO 1 Demonstrate core values: Commitment to profession; honour diversity and ensure inclusion; ethical integrity.**

**PO 2 Demonstrate competencies such as; Communication skills; working effectively with students and parents; drive for achieving improved student learning outcomes.**

**PO 3 Demonstrate professional/technical knowledge of the physical, social, and intellectual development of students.**

**PO 4 Demonstrate knowledge and understanding of: differentiating teaching to meet the specific learning needs of students; both school education and teacher education-related subjects.**

**PO 5 Demonstrate knowledge required to design lesson plan learning sequences, implement teaching strategies using ICT, set explicit, challenging, and achievable learning goals for all students.**

**PO 6 Demonstrate professional competencies/practices that are required to manage classroom activities by establishing and maintaining orderly and workable routines.**

**PO 7 Demonstrate professional competencies required to select, use and develop informal and formal, diagnostic, formative, and summative assessment strategies to assess student learning, provide timely feedback to students, and participate in assessment moderation activities.**

**PO 8 Demonstrate competencies and actions required for keeping oneself professionally engaged independently and participate in learning to update knowledge and practice.**

**PO 9 Demonstrate the ability to conduct research in related thrust areas.**

**PO 10 Demonstrate the ability to connect with the community and provide solutions at educational, environmental, and social levels.**

**PO 11 Demonstrate an attitude of reflection, social entrepreneurship, and innovation.**

**Program Specific Outcomes**

**PSO 1 Demonstrate the skills of carrying out screening, assessment, and identification of children with disabilities.**

**PSO 2 Demonstrate the skills of curriculum planning and implementation for children with disabilities.**

**PSO 3 Demonstrate the skills of IEP planning and lesson planning for children with disabilities.**

**PSO 4 Demonstrate the practical and theoretical understanding of learning theories and their classroom implications.**

**PSO 5 Demonstrate the skills of applying the principles of universal design for learning in inclusive classrooms.**

**PSO 6 Demonstrate the skills of using ICT for teaching children with disabilities.**

<b>B.Ed. Special Education (2022-24)</b>									
<b>MANAV RACHNA UNIVERSITY</b>									
<b>SCHOOL OF EDUCATION &amp; HUMANITIES</b>									
<b>SEMESTER - 1</b>									
<b>SUBJECT CODES</b>	<b>SUBJECT NAME</b>	<b>**OFFERING DEPARTMENT</b>	<b>*COURSE NATURE (Hard/Soft/Workshop/NTCC)</b>	<b>COURSE TYPE (Core/Elective / University Compulsory)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>NO. OF CONTACT HOURS PER WEEK</b>	<b>NO. OF CREDITS</b>
EDH148-T	Human Growth and Development	EDU	HARD	CORE	3	0	0	5	4
EDH148-P	Human Growth and Development				0	0	2		
EDH150-T	Assessment and Identification of Needs	EDU	HARD	CORE	3	0	0	5	4
EDH150-P	Assessment and Identification of Needs				0	0	2		
EDH167-B	Creating an Inclusive Classroom	EDU	HARD	CORE	4	0	0	4	4
EDH108-T	Pedagogy of Social Science	EDU	HARD	ELECTIVE	3	0	2	5	4
EDH108-P	Pedagogy of Social Science								
EDH160-T	Pedagogy of Science								
EDH160-P	Pedagogy of Science								
EDH110-T	Pedagogy of Mathematics								
EDH110-P	Pedagogy of Mathematics								
EDS151	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	EDU	SOFT	ELECTIVE	2	0	0	2	2
MOOC	Sensory Disabilities	NPTEL	MOOC		0	0	0	0	
EDS153	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	EDU	SOFT	CORE	2	0	0	2	2

EDO154	Practical: Cross Disability and Inclusion	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	2
CDO105	Professional Communication 1	UNIVERSITY		CORE	2	0	0	2	1
<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>					<b>19</b>	<b>0</b>	<b>6</b>	<b>25</b>	<b>23</b>
<b>SEMESTER - 2</b>									
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH149-T	Contemporary India and Education	EDU	HARD	CORE	3	0	0	5	4
EDH149-P	Contemporary India and Education				0	0	2		
EDH156-T	Learning Teaching and Assessment	EDU	HARD	CORE	3	0	0	5	4
EDH156-P	Learning Teaching and Assessment				0	0	2		
EDH157-T	Curriculum Designing, Adaptation and Evaluation	EDU	HARD	CORE	3	0	0	5	4
EDH157-P	Curriculum Designing, Adaptation and Evaluation				0	0	2		
EDH127-T	Pedagogy of English	EDU	HARD	ELECTIVE	3	0	2	5	4
EDH127-P	Pedagogy of English								
EDH130-T	Pedagogy of Hindi								
EDH130-P	Pedagogy of Hindi								
EDS152	Introduction to Neuro Developmental Disabilities (LD, ID/ MR, ASD)	EDU	SOFT	CORE	1	0	2	3	2
EDO164	Disability Specialization	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	2
EDW165	Drama and Arts in Education	EDU	WORKSHOP	CORE	0	0	3	3	2
LWS124	Laws Relating to Persons with Disabilities	LAW	SOFT	CORE	1	1	0	2	2

<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>	<b>14</b>	<b>1</b>	<b>13</b>	<b>28</b>	<b>24</b>
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<b>SEMESTER - 3</b>									
<b>SUBJECT CODES</b>	<b>SUBJECT NAME</b>	<b>**OFFERING DEPARTMENT</b>	<b>*COURSE NATURE (Hard/Soft/Workshop/NTCC)</b>	<b>COURSE TYPE (Core/Elective / University Compulsory)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>NO. OF CONTACT HOURS PER WEEK</b>	<b>NO. OF CREDITS</b>
EDH240-T	Intervention and Teaching Strategies	EDU	HARD	CORE	3	0	0	5	4
EDH240-P	Intervention and Teaching Strategies				0	0	2		
EDH241-T	Technology and Disability	EDU	HARD	CORE	3	0	0	5	4
EDH241-P	Technology and Disability				0	0	2		
EDO242	Disability Specialization	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	4
EDO243	Main Disability Special School	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	4
EDS244	Psycho-Social and Family Issues	EDU	SOFT	CORE	1	0	2	3	2
EDW245	Reading and Reflecting on Texts	EDU	WORKSHOP	CORE	0	0	3	3	2
EDW254	Basic Research and Statistics (EPC)	EDU	WORKSHOP	CORE	0	0	3	3	2
EDW259	Inclusive Pedagogy	EDU	WORKSHOP	CORE	0	0	3	3	2
<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>					<b>7</b>	<b>0</b>	<b>15</b>	<b>22</b>	<b>24</b>



SEMESTER - 4									
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDS248	Applied Behaviour Analysis	EDU	SOFT	CORE	1	0	2	3	2
MOOC	Guidance and Counseling	NPTEL	MOOC	ELECTIVE	0	0	0	0	2
MOOC	Early Childhood Care & Education				0	0	0	0	
EDS246	Guidance and Counseling	EDU	SOFT		1	0	2	3	
EDS247	Early Childhood Care & Education				1	0	2	3	
EDS249	Community Based Rehabilitation				1	0	2	3	
EDS250	Application of ICT in Classroom				1	0	2	3	
EDS251	Gender and Disability				1	0	2	3	
EDS252	Management of Learning Disability	EDU	SOFT		ELECTIVE	1	0	2	
EDS253	Vocational Training, Transition & Job Placement			1		0	2	3	
EDO255	Practical-Cross disability and Inclusion	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	4
EDO256	Other Disability Special School	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	4
EDO257	Inclusive School	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	4
<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>					<b>3</b>	<b>0</b>	<b>6</b>	<b>9</b>	<b>18</b>

<b>*COURSE NATURE</b>	<b>Hard course (H):</b> A course having L-T-P and/or O component ; L(Lecture), T(Tutorial), P(Practical) and O(Outcome)
	<b>Soft Course (S):</b> A course aimed at development of a person's emotional, social, ethical, professional and creative potentials. The course shall have L-P and/or O component
	<b>Workshop course(W):</b> A completely 'hands on' course conducted in laboratory, aimed at developing application/ implementation/ designing skills of a person. The course shall have P component
	<b>Field Engagement(F):</b> The course involves observation or teaching in various settings such as inclusive schools, special schools etc.
<b>**OFFERING DEPARTMENT NAMES</b>	
EDU- Department of Education	
Law- Faculty of Law	
<b>*** Electives are subject to change according to expertise available/ required.</b>	

Total Credits	
Semester	Credits
1	23
2	24
3	24
4	18
<b>Total</b>	<b>89</b>

SEMESTER - 1									
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH148-T	Human Growth and Development	EDU	HARD	CORE	3	0	0	5	4
EDH148-P	Human Growth and Development				0	0	2		
EDH150-T	Assessment and Identification of Needs	EDU	HARD	CORE	3	0	0	5	4
EDH150-P	Assessment and Identification of Needs				0	0	2		
EDH167-B	Creating an Inclusive Classroom	EDU	HARD	CORE	4	0	0	4	4
EDH108-T	Pedagogy of Social Science	EDU	HARD	ELECTIVE	3	0	2	5	4
EDH108-P	Pedagogy of Social Science								
EDH160-T	Pedagogy of Science								
EDH160-P	Pedagogy of Science								
EDH110-T	Pedagogy of Mathematics								
EDH110-P	Pedagogy of Mathematics								
EDS151	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	EDU	SOFT	ELECTIVE	2	0	0	2	2
MOOC	Sensory Disabilities	NPTEL	MOOC		0	0	0	0	
EDS153	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	EDU	SOFT	CORE	2	0	0	2	2
EDO154	Practical: Cross Disability and Inclusion	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	2
CDO105	Professional	UNIVE		CORE	2	0	0	2	1

	Communication 1	RSITY							
<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>					<b>19</b>	<b>0</b>	<b>6</b>	<b>25</b>	<b>23</b>

<b>Course Title/Code</b>	<b>Human Growth &amp; Development (EDH148-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(3-0-0)</b>	
<b>Credits</b>	<b>3</b>	
<b>Course Objective</b>	<b>To analyze the significance of growth &amp; development among children.</b>	
<b>CO1</b>	<b>To explain the concept of growth &amp; development.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To explain the process of development with special focus on infancy, childhood and adolescence.</b>	<b>Employability</b>
<b>CO3</b>	<b>To critically analyze developmental variations among children.</b>	<b>Employability</b>
<b>CO4</b>	<b>To develop the conceptual understanding of learning theories.</b>	<b>Skill Development</b>
<b>CO5</b>	<b>To comprehend adolescence as a period of transition and threshold of adulthood.</b>	<b>Entrepreneurship</b>
<b>CO6</b>	<b>To analyze different factors influencing child development.</b>	<b>Skill Development</b>

CO	Course Statement	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6
CO 1	To explain the concept of growth & development.	1	1	3	1	1	---	---	1	1	---	---	2	3	1	3	---	---
CO 2	To explain the process of development with special focus on infancy, childhood and adolescence.	1	1	3	2	1	---	---	---	---	---	2	2	3	1	3	---	---
CO 3	To critically analyze developmental variations among children.	1	1	3	3	2	1	3	1	1	1	---	3	2	2	1	2	1
CO 4	To develop the conceptual understanding of learning theories.	1	2	3	3	3	1	1	---	---	---	2	2	3	1	---	---	---
CO 5	To comprehend adolescence as a period	1	2	3	1	1	---	2	2	1	1	1	2	2	1	2	3	2

5	of transition and threshold of adulthood.																	
CO 6	To analyze different factors influencing child development.	1	3	3	3	2	1	3	2	1	1	1	1	1	1	2	3	2

**SECTION A**

**APPROACHES TO HUMAN DEVELOPMENT**

**Human development as a discipline from infancy to adulthood**

**Concepts and Principles of development**

**Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)**

**Nature vs. Nurture**

**Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)**

**SECTION B**

**THEORETICAL APPROACHES TO DEVELOPMENT**

**Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)**

**Psychosocial Theory (Erikson)**

**Psychoanalytic Theory (Freud)**

**Ecological Theory (Bronfenbrenner)**

**Holistic Theory of Development (Steiner)**

**SECTION C**

**PHASES OF DEVELOPMENT**

**The Early Years (Birth to Eight Years)**

**Prenatal Development: Conception, Stages and Influences on Prenatal Development**

**Birth and Neonatal Development: Screening the newborn - APGAR Score, Reflexes and Responses, Neuro-Perceptual Development**

**Milestones and Variations in Development**

**Environmental Factors Influencing Early Childhood Development**

**Role of Play in Enhancing Development**

**Early Adolescence (From nine years to eighteen years)**

**Emerging Capabilities across Domains of Physical and Social Emotional**

**Emerging Capabilities across Domains Related to Cognition - Metacognition,  
Creativity, Ethics**

**Issues Related to Puberty**

**Gender and Development**

**Influence of the Environment (Social, Cultural, Political) on the Growing Child**

**SECTION D**

**TRANSITIONS INTO ADULTHOOD**

**Psychological Well-Being**

**Formation of Identity and Self-Concept**

**Emerging Roles and Responsibilities**

**Life Skills and Independent Living**

**Career Choices**

**Reference Books and Readings**

1. Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.
2. Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.
3. Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
4. Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.
5. Mittal. S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.
6. Nisha, M. (2006). *Introduction to child development*, Isha Books, Delhi.
7. Santrock. J. W. (2006). *Child Development.*, Tata Mc.Graw Hill Publishing Company, New York.
8. Santrock. J. W. (2007). *Adolescence.* ,Tata Mc.Graw Hill Publishing Company, New Delhi.

<b>Course Title/Code</b>	<b>Human Growth &amp; Development (EDH148-P)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To carryout observation &amp; apply learning theories in classroom.</b>	
<b>CO1</b>	<b>To explain the concept of growth &amp; development.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To explain the process of development with special focus on infancy, childhood and adolescence.</b>	<b>Employability</b>
<b>CO3</b>	<b>To critically analyze developmental variations among children.</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To carryout child observation in various settings.	1	2	3	2	1	2	3	1	1	---	---	2	3	1	3	---	---
CO 2	To identify developmental milestones among children.	2	2	3	2	1	---	3	---	---	---	2	2	3	1	3	---	---
CO 3	To carryout case study and journal writing.	1	2	3	3	---	---	2	2	1	1	1	2	2	1	2	3	2

### Human Growth and Development (EDH148-P)

1. Observe children in various settings and identify milestones achieved.
2. Seminar on human development
3. Writing Journal for reflection and case study

### Reference Books and Readings

1. Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing

Company, California.

2. Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development*. New York: Routledge.
3. Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York.

<b>Course Title/Code</b>	<b>Assessment and Identification of Needs (EDH150-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(3-0-0)</b>	
<b>Credits</b>	<b>3</b>	
<b>Course Objective</b>	<b>To explain the concept and types of learning disabilities</b>	
<b>CO1</b>	<b>To Conceptualize the concept, history and causes of learning disabilities.</b>	<b>CO1</b>
<b>CO2</b>	<b>To analyze the impact of learning disability.</b>	<b>CO2</b>
<b>CO3</b>	<b>To describe and differentiate among different types of learning disabilities.</b>	<b>CO3</b>
<b>CO4</b>	<b>To gain knowledge about the assessment and the assessment procedures.</b>	<b>CO4</b>
<b>CO5</b>	<b>To develop the skills for carrying out the diagnosis of learning disability.</b>	<b>CO5</b>
<b>CO6</b>	<b>To explain the domains and tools of assessment.</b>	<b>CO6</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To Conceptualize the concept, history and causes of learning disabilities.	1	1	1	2	---	2	1	1	1	---	---	2	3	1	3	---	---
CO 2	To analyze the impact of learning disability.	1	2	2	2	---	1	2	1	2	1	---	2	3	2	1	1	---
CO 3	To describe and differentiate among different types of learning disabilities.	---	---	2	2	2	1	3	1	1	1	---	3	2	2	1	2	1
CO	To gain knowledge	---	---	1	2	1	---	2	3	1	1	1	3	1	1	2	2	1



4	about the assessment and the assessment procedures.																	
CO 5	To develop the skills for carrying out the diagnosis of learning disability.	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1
CO 6	To explain the domains and tools of assessment.	---	1	1	2	2	1	3	1	2	1	1	2	2	2	1	2	2

**SECTION A**

**INTRODUCTION TO LEARNING DISABILITY (LD)**

**LD: Definition, Concept, Characteristics and Impact**

**History of LD**

**Etiology of LD- Medical and Social**

**Co-Morbidity with LD – ADHD**

**LD Across the Life Span**

**SECTION B**

**TYPES OF LEARNING DISABILITY**

**Specific Learning in Reading**

**Specific Learning in Writing**

**Specific Learning in Mathematics**

**Dyspraxia**

**Developmental Aphasia and Non-Verbal LD**

**SECTION C**

**ASSESSMENT OF LEARNING DISABILITY**

**Concept of Screening, Identification and Assessment**

**Identification Criteria – DSM 5**

**Differential Diagnosis**

**Assessment Tools – Standardized (WI, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs**

**Portfolios, Checklists, Rating Scales, Anecdotal Records, Observation Schedules**

**SECTION D**

**DOMAINS OF ASSESSMENT**

**Motor, Perceptual, Cognitive, Social-Emotional, Language**

**ASSESSMENT OF CURRICULAR AREAS**

**School Readiness Skills, Reading, Spelling, Writing, Mathematics**

**Reference Books and Readings**

- 1. Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon**
- 2. Kapur, M John A, Rozario J, Oommen A. NIMHANS index of specific learning disabilities, Bangalore:NIMHANS**
- 3. Karanth, Prathibha & Rozario, Joe: Learning disabilities in India willing the mind to learn. New Delhi. Sage, 2003. 978 81 7829 142 0 Rs.595--(371.90954Kar/Roz)**
- 4. Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub**
- 5. Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers**
- 6. Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.**

<b>Course Title/Code</b>	<b>Assessment and Identification of Needs (EDH150-P)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To screen out children with learning disabilities in an inclusive classroom</b>	
<b>CO1</b>	<b>To learn about Diagnosing the case based on case profiles</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To learn about the Development of TMTs to assess various domains and curricular areas</b>	<b>Employability</b>
<b>CO3</b>	<b>To describe and differentiate among different types of learning disabilities.</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To learn about Diagnosing the case based on case profiles	1	1	1	2	---	2	1	1	1	---	---	2	3	1	3	---	---
CO 2	To learn about the Development of TMTs to assess various domains and curricular areas	1	2	2	2	---	1	2	1	2	1	---	2	3	2	1	1	---
CO 3	To describe and differentiate among different types of learning disabilities.	---	---	2	2	2	1	3	1	1	1	---	3	2	2	1	2	1

### Identification and Assessment of Needs (EDH150-P)

1. Movie review to understand the condition of LD
2. Diagnosing the case based on case profiles
3. Development of TMTs to assess various domains and curricular areas

**\*Field activity**

**Reference Books and Readings**

1. Lerner, J W.2000. Learning Disabilities: Houghton Mifflin
2. Jena SPK 2013. Specific Learning Disabilities: Theory to Practice New Delhi; Sage Publications
3. Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1st Edition

<b>Course Title/Code</b>	<b>Creating An Inclusive Classroom (EDH167B)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(4-0-0)</b>	
<b>Credits</b>	<b>4</b>	
<b>Course Objective</b>	<b>To understand the meaning and need of inclusion in education</b>	
<b>CO 1</b>	<b>To understand the concept of diversity and inclusion.</b>	<b>Skill Development</b>
<b>CO 2</b>	<b>Explicate the national &amp; key international policies &amp; frameworks facilitating inclusive education.</b>	<b>Employability</b>
<b>CO 3</b>	<b>To develop the skills for adaptation and modification with respect to various disabilities.</b>	<b>Employability</b>
<b>CO 4</b>	<b>To apply the principles of Universal Design for Learning in teaching learning process.</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To understand the concept of diversity and inclusion.	3	2	3	3	3	3	2	1	1	2	----	3	3	3	3	3	3
CO 2	Explicate the national & key international policies & frameworks facilitating inclusive education.	1	----	----	----	1	1	1	1	1	1	1	1	2	1	2	1	1
CO 3	To develop the skills for adaptation and modification with respect to various disabilities.	----	3	----	2	2	1	2	----	2	----	1	2	3	3	2	3	3
CO 4	To apply the principles of Universal Design for Learning in teaching learning process.	----	3	----	2	2	1	2	----	2	----	1	1	3	3	2	3	3

## **SECTION A**

### **FROM SEGREGATION TO INCLUSION**

**Historical perspective and contemporary trends: Journey from charity, medical, social towards human rights-based model**

**Succession from segregation, integration and inclusion; Circle of Inclusion; Inclusive Education- Goals and Guiding principles**

**Schemes with respect to Inclusive Education- Policy guidelines on inclusion in education, UNESCO (2009), National Policy for Persons with Disabilities (2006), SarvaShikshaAbhiyaan (2002), NEP 2020, RPWD 2016, PWD ACT 1995, RTE (2006), NPE of Students with Disabilities (1986), NPE (2006), Salamanca Statement (1994) and UNCRPD (2006), IEDSS (2000)**

## **SECTION B**

### **ADDRESSING DIVERSITY THROUGH INCLUSIVE EDUCATION**

**Concept of Impairment, Disability and Handicap ICIDH Model 1980**

**Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind)**

**Cognitive Disabilities: (Autism Spectrum Disorder, Intellectual Disability and Specific Learning Disability, ADHD)**

**Locomotor Disabilities: (cerebral palsy and Dwarfism)**

**Nature of Social and Economic diversity- Caste, Class, Gender, Gifted Children**

## **SECTION C**

### **BARRIERS: TYPES AND STRATEGIES TO OVERCOME**

**Psychosocial barriers, Infrastructural Barriers and Instructional Barriers; Curriculum adaptation/ modifications**

**Learning and learner support--assistive and adaptive devices, ICT**

**Differentiated Learning**

**Universal Design in Learning (UDL)**

**Role of a teacher in an inclusive set up, creating educational aids and empathetic practices; screening and referral for CWSN; Parent-School partnership**

## **SECTION D**

## **INCLUSIVE PRACTICES IN CLASSROOMS: POSITION OF TEACHER, SUPPORT STRUCTURES AND NETWORKS**

**Principals of making learning meaningful (Child centeredness, Community Centeredness, Activity Centeredness, Variety, Coordination and Integration, conservation, creativity, forward looking, flexibility, Balance and Utility)**

**Role of Teachers (both regular and special): Concessions and Relaxations**

**Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach**

**Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other outsourced experts, family, multi-disciplinary team (along with child in the decision making process)**

**Designing Differentiated worksheets**

**Case studies**

### **Reference Books and Reading:**

1. **Ballard, K. (1999). *Inclusive Education*: Falmer Press**
2. ***Beyond Tokenism-A guide for teachers on how to implement inclusive education in regular class*. National Trust Publications**
3. **Jha, M.M. (2002). *School without walls: Inclusive Education for All*. Oxford: Heinemann**
4. **Kapur, M. (1997). *Mental Health in Indian Schools*. New Delhi: Sage Publications**
5. **Menon, S.M. (1990). *Psychosocial rehabilitation: Current Trends*. NIMHANS Journal, 14,4,295-305**
6. **Mohapatra, C.S.(ed.) (2004). *Disability management in India: Challenges and commitments*. New Delhi: Indian Institute of Public Administration**
7. **National Curriculum Framework (2005). *Position Paper on Education of Children with Special Needs***
8. **NCERT. (2006b). *Position paper- National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT**
9. **RCI (2013). *Status of Disability in India*. New Delhi: Kanishka Publishers**

10. Sebba. Judy, Sachdev. Darshan (1998). *What works in Inclusive Education?*

Bernardo

11. UNESCO. (2009). *Policy guidelines on inclusion in education.* UNESCO

<b>Course Title/Code</b>	<b>Pedagogy of School Subjects (Social Science) (EDH108-T)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(3-0-0)</b>	
<b>Credits</b>	<b>3</b>	
<b>Course Objective</b>	<b>To develop an understanding of the nature and scope of Social Science.</b>	
<b>CO1</b>	<b>To understand the concept, nature and scope of Social Science.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop the skills for designing lesson plan and unit plan.</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop understanding of approaches and methods of teaching social sciences.</b>	<b>Employability</b>
<b>CO4</b>	<b>To develop the skills required for adaptation modification and accommodation in social science curriculum.</b>	<b>Skill Development</b>
<b>CO5</b>	<b>Demonstrate competencies of planning for teaching social sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.</b>	<b>Entrepreneurship</b>
<b>CO6</b>	<b>Demonstrate skills to design and use various evaluation tools to measure learner achievement in social science.</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To understand the concept, nature and scope of Social Science.	1	2	3	3	2	1	1	3	2	1	2	---	2	2	2	3	2
CO 2	To develop the skills for designing lesson plan and unit plan.	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3

CO 3	To develop understanding of approaches and methods of teaching social sciences.	1	1	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3
CO 4	To develop the skills required for adaptation and accommodation in social science curriculum.	---	3	3	2	2	1	2	---	2	---	1	2	3	3	2	3	3
CO 5	Demonstrate competencies of planning for teaching social sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.	---	3	2	2	2	1	2	---	2	---	1	1	3	3	2	3	3
CO 6	Demonstrate skills to design and use various evaluation tools to measure learner achievement in social science.	1	1	2	---	3	---	3	2	2	3	3	3	3	3	2	3	3

## SECTION A

### NATURE AND SCOPE OF SOCIAL SCIENCES

**Concept and Scope of Social Sciences and Social Studies**

**Place of Social Sciences in the school curriculum,**

**Integration/fusion of different subjects of Social Science –History, Geography, Political Science, Economics, Sociology, Anthropology in Social Science at School stage.**

**Aims & Objectives of Learning Social Sciences.**

**Emerging curriculum trend in social science as per NCF – 2005**

## SECTION B

### APPROACHES AND MODELS OF TEACHING-LEARNING SOCIAL SCIENCES

**Approaches to Teaching: Inductive, Deductive, Constructivist, Multidisciplinary & Integrated.**

**Models of Teaching in Social Science Education – Information Processing, Concept Attainment, Social inquiry Models**



**Methods: Project Method, Field Trip, Excursion, Role Play, Dramatization, Problem Solving, Exploratory, Concept Mapping, Storytelling, Observational Method, Assignment Method, Discussion Method.**

**Accommodating Diverse Learners in Social Science Classroom**

## **SECTION C**

### **INSTRUCTIONAL PLANNING**

**Instructional Planning: Concept, need and importance**

**Unit Planning, and Micro Teaching, Bloom's Taxonomy.**

**Lesson planning- Writing teaching points, formulating objectives in behavioral terms , selecting learning/teaching materials, deciding the approach to learning/teaching, writing the lesson plan through creating learning situations.**

**Teacher as a facilitator-Creating multiple learning contexts, engaging the learner in the learning process, designing activities, questioning, valuing learners' experiences, encouraging learners inquiry abilities. Teaching skills, teacher as a reflective practitioner**

**Adaptation of unit and lesson plans for diverse learners**

## **SECTION D**

### **ASSESSMENT OF LEARNING & LEARNING RESOURCES IN SOCIAL SCIENCES**

**Contextual learning aids; Audio Visual Materials - charts, models, maps, supplementary materials, community as a resource site, use of library resources.**

**Action research: Concept and Identification of problems faced by the teachers in the classroom**

**Construction of Achievement test, Diagnostic testing and enrichment techniques for diverse learner.**

### **Reference Books and Readings**

1. **Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.**
2. **Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.**
3. **Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.**
4. **Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.**
5. **Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.**
6. **Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi**
7. **Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.**
8. **George, A. M., & Madam, A. (2009). Teaching Social Science in Schools: NCERT'S New Textbook Initiative.**
9. **Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.**
10. **Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.**
11. **Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.**
12. **Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.**
13. **Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.**

14. Stone, R. (2008). **Best Practices for Teaching Social Studies: What Awar Winning Classroom Teachers Do**, Corwin, CA.

<b>Course Title/Code</b>	<b>Pedagogy of School Subjects (Social Science) (EDH108-P)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To apply different approaches to teaching Social Science and examine different pedagogical issues in learning Social Sciences.</b>	
<b>CO1</b>	<b>To teach the students about Pedagogical analysis</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Developing an Action Research Plan on a problem related to teaching and learning of Social Sciences to students with disabilities to students with disabilities.</b>	<b>Employability</b>
<b>CO3</b>	<b>Construction of a diagnostic test for unit along with a remedial plan.</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To teach the students about Pedagogical analysis	1	2	3	3	2	1	1	3	2	1	2	---	2	2	2	3	2
CO 2	Developing an Action Research Plan on a problem related to teaching and learning of Social Science to students with disabilities to students with disabilities.	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
CO	Construction of a diagnostic test for unit along with a remedial	1	1	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3

3	plan.																	
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### **Pedagogy of Social Sciences (EDH108-P)**

1. **Planning of Lessons on the Social Sciences units/themes of class VI,VII,VIII, IX**
2. **Preparation of teaching learning aids for diverse learning styles**
3. **An analysis of the existing high school syllabus of social science education with special reference to national goals, individual and social and diverse learning needs**
4. **Critical analysis of Social Science Textbooks**
5. **Develop a Multimedia lesson plan using different sources of ICT.**
6. **Lesson plan (Through constructivist approaches ICON and 5E model )**
7. **Discussion on how to Deal with controversial Issues in Social Science.( Current events)**
8. **Prepare a Best out of waste teaching learning material**
9. **Content analysis of a selected topic/chapter/unit**
10. **Preparation of a blue print and test items of an achievement test in geography/history/political science/economics for any secondary class**
11. **Reflection on Pedagogical Issues in Teaching Social Sciences: Creating an interactive environment, opportunities for learning together for both learner and teacher, encouraging participatory learning, utilizing community resources, going beyond the textbook, bringing inclusiveness in learning, connecting child's knowledge and local knowledge with the text book, primacy of the learner. Write Reflective Journals on it.**
12. **Identify a classroom problem and provide solution to it through action research**
13. **Organization and planning of Co-curricular Activities in Social Science & Field**
14. **Trip/Excursion / Bulletin Board in Social Science.**
15. **Social Science Laboratory- organization and management**

### **Reference Books and Readings**

1. **Banks, James, A., (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing And Decision Making, Wesley Publishing Comp., Massachusetts**
2. **Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952**
3. **Delors, J., (1996) Learning the Treasure within, Report of International**

**Commission on Education for 21st Century – UNESCO**

4. **Dhamija, Neelam (1993), Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi**
5. **DigumartiBhaskaraRao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi**
6. **George, Alex M. and Amman Madan (2009), Teaching Social Science in Schools: NCERT’s New Text Book Initiative, Sage, New Delhi**
7. **James, Hemming (1953), The Teaching of Social Studies in Secondary Schools, Longman Green and Company, London**

<b>Course Title/Code</b>	<b>Pedagogy of School Subjects (Science) (EDH160-T)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(3-0-0)</b>	
<b>Credits</b>	<b>3</b>	
<b>Course Objective</b>	<b>To develop an understanding of the nature and scope of Sciences.</b>	
<b>CO1</b>	<b>To understand the concept, nature and scope of Science.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop the skills for designing lesson plan and unit plan.</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop understanding of approaches and methods of teaching sciences.</b>	<b>Employability</b>
<b>CO4</b>	<b>To develop the skills required for adaptation modification and accommodation in science curriculum.</b>	<b>Skill Development</b>
<b>CO5</b>	<b>Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.</b>	<b>Entrepreneurship</b>
<b>CO6</b>	<b>Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.</b>	<b>Skill Development</b>

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	<b>To understand the concept, nature and scope of Science.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>---</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO</b>	<b>To develop the skills for designing lesson plan</b>	<b>---</b>	<b>---</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>---</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>---</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

2	and unit plan.																	
CO 3	To develop understanding of approaches and methods of teaching sciences.	1	1	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3
CO 4	To develop the skills required for adaptation and accommodation in science curriculum.	---	3	3	2	2	1	2	---	2	---	1	2	3	3	2	3	3
CO 5	Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.	---	3	2	2	2	1	2	---	2	---	1	1	3	3	2	3	3
CO 6	Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.	1	1	2	---	3	---	3	2	2	3	3	3	3	3	2	3	3

## SECTION A

### NATURE AND SIGNIFICANCE OF SCIENCE

Nature, Scope, Importance and Value of Science

Science As An Integrated Area of Study

Science and Modern Indian Society: Relationship of Science and Society

Impact of Science with Special Reference to Issues related with Environment,

Industrialization and Disarmament

Role of Science for Sustainable Development

### PLANNING FOR INSTRUCTION

Aims and Objectives of Teaching Science in Elementary and Secondary School

Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences

Unit Planning – Format of A Unit Plan

Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

## **SECTION B**

### **APPROACHES AND METHODS OF TEACHING SCIENCES**

**Process Approach, Direct Experience Approach, Inductive-Deductive Approach**

**Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)**

**Project Method and Heuristic Method**

**Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities**

**Constructivist Approach and its Use in Teaching Science**

## **SECTION C**

### **LEARNING RESOURCES WITH REFERENCE TO CHILDREN WITH DISABILITIES FOR TEACHING SCIENCE**

**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)**

**Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities**

**The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipment with reference to Children with Disabilities**

**Aquarium, Vivarium – Role in Teaching with Setting & Maintaining**

**Museum, Botanical and Zoological Garden: Role In Teaching**

## **SECTION D**

### **EVALUATION**

**Evaluation- Concept, Nature and Need**

**Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment**

**Tools and Techniques for Formative and Summative Assessments**

**Preparation of Diagnostic Test and Achievement Test**

**Adaptations of Evaluation Procedure With Reference To Children with Disabilities**

### **Reference Books and Readings**

1. **Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.**
2. **Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.**
3. **Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.**
4. **Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.**
5. **Gupta, V. K. (1995). Teaching and ILearning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.**
6. **Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E.**
7. **Siddiqui, N.N., & Siddiqui, M. N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.**
8. **Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merrill Publishing Company.**
9. **Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.**
10. **UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.**
11. **Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.**
12. **Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.**
13. **Gupta, S. K. (1983). Technology of Science Education, Delhi: Vikas Publishing**
14. **House Pvt. Ltd.**



15. Gupta, V. K. (1995). **Readings in Science and Mathematics Education**, Ambala: The Associated Press.
16. Mangal S. K., & Shubhra (2005). **Teaching of Biological Sciences**, Meerut: International Publishing House.
17. Rao, V.K. (2004). **Science Education**, APH Publishing Corpn. New Delhi.

<b>Course Title/Code</b>	<b>Pedagogy of School Subjects (Science) (EDH160-P)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To apply different approaches to teaching Sciences and examine different pedagogical issues in learning Sciences.</b>	
<b>CO1</b>	<b>To teach the students about Pedagogical analysis</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.</b>	<b>Employability</b>
<b>CO3</b>	<b>Construction of a diagnostic test for unit along with a remedial plan.</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To teach the students about Pedagogical analysis	1	2	3	3	2	1	1	3	2	1	2	---	2	2	2	3	2
CO 2	Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3

CO 3	Construction of a diagnostic test for unit along with a remedial plan.	1	1	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3
---------	--	---	---	---	-----	---	---	-----	---	---	-----	-----	-----	---	---	---	---	---

### **Pedagogy of School Subjects (Science) (EDH160-P)**

1. **Pedagogical analysis of a unit from Science content.**
2. **Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.**
3. **Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.**
4. **Construction of a diagnostic test for unit along with a remedial plan.**
5. **Comparative analysis of prescribed syllabus and textbooks of different Boards**

### **Reference Books and Readings**

1. **Merrill Publishing Company.**
2. **Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.**
3. **Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.**
4. **Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.**
5. **Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.**
6. **Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.**
7. **Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.**
8. **Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.**
9. **NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.**
10. **NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun**
11. **Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.**
12. **Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.**
13. **Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.**

<b>Course Title/Code</b>	<b>Pedagogy of School Subjects (Mathematics) (EDH110-T)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(3-0-0)</b>	
<b>Credits</b>	<b>3</b>	
<b>Course Objective</b>	<b>To develop an understanding of the nature and scope of Mathematics.</b>	
<b>CO1</b>	<b>To understand the concept, nature and scope of Mathematics.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop the skills for designing lesson plan and unit plan.</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop understanding of approaches and methods of teaching mathematics.</b>	<b>Employability</b>
<b>CO4</b>	<b>To develop the skills required for adaptation modification and accommodation in math's curriculum.</b>	<b>Skill Development</b>
<b>CO5</b>	<b>Demonstrate competencies of planning for teaching mathematics, designing pupil centered teaching learning experiences.</b>	<b>Entrepreneurship</b>
<b>CO6</b>	<b>Demonstrate skills to design and use various evaluation tools to measure learner achievement in mathematics.</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To understand the concept, nature and scope of Mathematics.	1	2	3	3	2	1	1	3	2	1	2	---	2	2	2	3	2

CO 2	To develop the skills for designing lesson plan and unit plan.	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
CO 3	To develop understanding of approaches and methods of teaching mathematics.	1	1	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3
CO 4	To develop the skills required for adaptation and accommodation in maths curriculum.	---	3	3	2	2	1	2	---	2	---	1	2	3	3	2	3	3
CO 5	Demonstrate competencies of planning for teaching mathematics, designing pupil centered teaching learning experiences.	---	3	2	2	2	1	2	---	2	---	1	1	3	3	2	3	3
CO 6	Demonstrate skills to design and use various evaluation tools to measure learner achievement in mathematics.	1	1	2	---	3	---	3	2	2	3	3	3	3	3	2	3	3

## SECTION A

### NATURE OF MATHEMATICS

Meaning, Nature, Importance and Value of Mathematics

Axioms, Theorem, Postulates, Assumptions and Hypothesis in Mathematics

Historical Development of Notations and Number Systems

Contribution of Mathematicians (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras)

Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

### OBJECTIVES AND INSTRUCTIONAL PLANNING IN MATHEMATICS

Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools

Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry

Unit Planning – Format of A Unit Plan Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis.

Classification of Content, Objective, Evaluation, etc.

## **SECTION B**

### **STRATEGIES FOR LEARNING AND TEACHING MATHEMATICS**

**Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts**

**Learning By Exposition: Advanced Organizer Model**

**Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, Heuristic and Project**

**Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)**

**Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning**

## **SECTION C**

### **TEACHING-LEARNING RESOURCES IN MATHEMATICS FOR STUDENTS WITH DISABILITIES**

**Mathematics Laboratory- Concept, Need, and Equipment for Setting up a Mathematics Laboratory**

**Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments with Reference to Diverse Learners.**

**Bulletin Boards and Mathematics Club**

**Abacus, Cussionaire Rods, Fractional Discs, Napier Strips**

**Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances for Diverse Learners.**

## **SECTION D**

### **ASSESSMENT AND EVALUATION FOR MATHEMATICS LEARNING**

**Assessment and Evaluation- Concept, Importance and Purpose**

**Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures**

**Tools and Techniques for Formative and Summative Assessments of Learner**

**Achievement in Mathematics, Comprehensive and Continuous Evaluation in**

## **Mathematics**

### **Preparation of Diagnostic and Achievement Test**

**Action Research- Meaning, Steps, Its difference with Fundamental Research, Critical evaluation of the curriculum in use in Mathematics at the secondary stage according to NCF**

**Adaptations in Evaluation Procedure for Students with Diverse Learning Styles**

### **Reference Books and Readings**

1. **Carey, L.M. (1988). Measuring and Evaluating School Learning, Boston: Allyn and Bacon.**
2. **Chambers, P. (2010). Teaching Mathematics, Sage Publication, New Delhi.**
3. **Chapman, L.R. (1970). The Process of Learning Mathematics, New York: Pregamon Press.**
4. **David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics**
5. **Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.**
6. **David, W. (1988). How Children Think and Learn, New York: Blackwell Publishers Ltd.**
7. **Loviseville K: American Printing House.**
8. **Siddhu, K.S. (1990). Teaching of Mathematics, New Delhi: Sterling Publishers**
9. **Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment, Canada: Sage Publications.**
9. **National Curriculum Framework. (2005). NCERT, New Delhi: NCERT.**
10. **National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.**
11. **Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.**
12. **Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.**

<b>Course Title/Code</b>	<b>Pedagogy of School Subjects (Mathematics) (EDH110-P)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To apply different approaches to teaching Mathematics and examine different pedagogical issues in learning Mathematics.</b>	
<b>CO1</b>	<b>To teach the students about Pedagogical analysis</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Developing an Action Research Plan on a problem related to teaching and learning of Mathematics to students with disabilities to students with disabilities.</b>	<b>Employability</b>
<b>CO3</b>	<b>Construction of a diagnostic test for unit along with a remedial plan.</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To teach the students about Pedagogical analysis	1	2	3	3	2	1	1	3	2	1	2	---	2	2	2	3	2
CO 2	Developing an Action Research Plan on a problem related to teaching and learning of Mathematics to students with disabilities to students with disabilities.	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
CO	Construction of a diagnostic test for unit along with a remedial	1	1	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3

3	plan.																	
---	-------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

### **Pedagogy of School Subjects (Mathematics) (EDH110-P)**

1. **Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus**
2. **Critically evaluate the present curriculum in mathematics at the secondary stage according to NCF**
3. **Preparation of a multimedia presentation on a topic with special reference to students with disabilities**
4. **Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme**
5. **Analyzing errors committed by school children in Mathematics and preparing a remedial plan**
6. **Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities**
7. **Prepare an achievement test of mathematics**
8. **Develop a multimedia lesson plan using appropriate ICT resources and transacting the same in class**
9. **Prepare teaching aid for teaching of mathematics at secondary school level**
10. **NTeQ Model in Mathematics**

### **Reference Books and Readings**

1. **Gupta, H. N., & Shankaran, V. (Ed.), (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.**
2. **James, A. (2005). Teaching of Mathematics, New Delhi: Neelkamal Publication.**
3. **Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.**
4. **Mangal, S.K. (1993). Teaching of Mathematics, New Delhi: Arya Book Depot.**
5. **Mani, M. N. G. (1992). Techniques of Teaching Blind Children, New Delhi: Sterling Publishers.**
6. **Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987).**
7. **Sourcebook for Training Teachers of Visually Handicapped, New Delhi: NCERT.**
8. **Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation,**



<b>Course Title/Code</b>	<b>Introduction to Sensory Disabilities (VI, HI, Deaf-Blind) (EDS151-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(1-0-0)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>Describe nature, characteristics &amp; assessment of students with sensory disabilities.</b>	
<b>CO1</b>	<b>To have the knowledge of concept, definition, causes and types of hearing impairment.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To recognize the concept, definition, causes and types of visual impairment.</b>	<b>Employability</b>
<b>CO3</b>	<b>To recognize the concept, definition, causes and types of deafblindness.</b>	<b>Employability</b>
<b>CO4</b>	<b>To develop the skills for carrying out the diagnosis of sensory disabilities and provide educational and supportive services.</b>	<b>Skill Development</b>

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	<b>To have the knowledge of concept, definition, causes and types of hearing impairment.</b>	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---
<b>CO 2</b>	<b>To recognize the concept, definition, causes and types of visual impairment.</b>	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---
<b>CO 3</b>	<b>To recognize the concept, definition,</b>	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---

	causes and types of deafblindness.																	
CO 4	To develop the skills for carrying out the diagnosis of sensory disabilities and provide educational and supportive services.	---	1	1	2	2	---	2	1	1	---	---	2	2	2	2	2	1

## SECTION A

### HEARING IMPAIRMENT: NATURE & CLASSIFICATION

Structure of Human Ear and Process of hearing

Hearing Impairment: Concept, Definition and Common Characteristics

Different types of hearing loss (Conductive Hearing Loss, Sensory Hearing Loss, Mixed Hearing Loss and Central Hearing Loss); Congenital and Acquired Hearing Loss

Classification of Hearing Impairment: WHO Classification of Hearing Impairment; Deaf and Hard of Hearing (RPWD Act 2016)

Language & communication issues attributable to hearing loss and need for early, Intervention

Facilitating Inclusion for Children with Hearing Impairment

CBSE Guidelines for Children with Hearing Impairment

## SECTION B

### VISUAL IMPAIRMENT-- NATURE AND ASSESSMENT

Structure of Human Eye and Process of Seeing

Refractive Errors and their Corrections, Eye anomalies

Blindness and Low Vision--Definition and Classification (RPWD Act 2016)

Effects of Blindness--Primary and Secondary; Importance of Early Identification and Intervention

Functional Assessment Procedures, SNELLEN Chart

Expanded Core Curriculum - Concept and Areas

Facilitating Inclusion for Children with Visual Impairment

CBSE Guidelines for Children with Visual Impairment

## SECTION C

### DEAF-BLINDNESS

**Deaf blindness: Concept, Definition and characteristics**

**Causes & Classification, Effects and implications of deaf-blindness on activities of daily living & education**

**Screening, assessment, identification & interventional strategies of deaf-blindness**

**Fostering early communication development: Methods**

**Facilitating Inclusion for Children with Deaf blindness**

**CBSE Guidelines for Children with Deaf blindness**

## SECTION D

### ASSISTIVE DEVICES FOR SENSORY DISABILITIES

**Restoring techniques using human (interpreter) & technological support (hearing devices)**

**Assistive devices and practices including AAC**

**Commonly Used Low Cost and Advanced Assistive Devices for VI**

**Addressing orientation, mobility & educational needs of students with deaf-blindness.**

### Reference Books and Readings

1. **Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.**
2. **Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.**
3. **Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2<sup>nd</sup> ed): New York: AFB Press.**
4. **Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from: [http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusiveeducation%2Ftrainingmodule-for-resource-teachers-for-disablechildren%2FModule%25202%2520Deafblindness.pdf%2Fdownload%2Ffile&ei=LkY6VdG1OIKymAW604CgDg&usg=AFQjCNHxJc9OazS1fTSI\\_HgQqJKxWjs\\_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm](http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusiveeducation%2Ftrainingmodule-for-resource-teachers-for-disablechildren%2FModule%25202%2520Deafblindness.pdf%2Fdownload%2Ffile&ei=LkY6VdG1OIKymAW604CgDg&usg=AFQjCNHxJc9OazS1fTSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm)**
5. **for-resource-teachers-for-disablechildren%2FModule%25202%2520Deafblindness.pdf%2Fdownload%2Ffile&ei=LkY6VdG1OIKymAW604CgDg&usg=AFQjCNHxJc9OazS1fTSI\_HgQqJKxWjs\_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm**

=bv.91427555,d.dGY

6. **Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.**
7. **Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.**
8. **Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.**
9. **Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.**
10. **Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.**
11. **National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.**
12. **Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.**
13. **Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.**
14. **Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins**
15. **Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.**
16. **Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.**

<b>Course Title/Code</b>	<b>Introduction to Sensory Disabilities (VI, HI, Deaf-Blind) (EDS151-P)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>Classify sensory disabilities based upon their characteristics features.</b>	
<b>CO1</b>	<b>To carryout observation &amp; screening of children with sensory disabilities.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop checklist for screening children with sensory disabilities</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To carryout observation & screening of children with sensory disabilities.	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---
CO 2	To develop checklist for screening children with sensory disabilities	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---

### **Introduction to Sensory Disabilities (VI, HI, Deaf-blind) (EDS151-P)**

- 1. Develop a checklist for screening of children for hearing impairment**
- 2. Develop a checklist for screening of children for low vision**
- 3. Develop a checklist for screening of children for blindness**

4. **Develop a checklist for screening of children for deaf blindness**
5. **Journal based on observations of teaching children with sensory disabilities**

**\*Field Activity**

**Reference Books and Readings**

1. **Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.**
2. **Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.**
3. **Auditory-Verbal International (1991). Auditory-verbal position statement. Auricle 4:11-12.**
4. **Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.**
5. **Katz, J. (1985). Handbook of Clinical Audiology. (4th Ed.) Baltimore: Williams and Wilkins.**
6. **Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). U.K. Routledge.**
7. **Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms.U.S: Paul H. Brookes.**
8. **Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House Pvt. Ltd.**
9. **Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.**
10. **Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. New York: American Foundation for the BLind.**

<b>Course Title/Code</b>	<b>Introduction to Locomotor &amp; Multiple Disabilities (Deaf-Blind, CP, MD) (EDS153-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(1-0-0)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>Describe nature, characteristics &amp; assessment of students with sensory disabilities.</b>	
<b>CO1</b>	<b>To describe the concept, history and causes of locomotor disabilities.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To analyze the impact of locomotor disability.</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop the skills for carrying out the diagnosis of multiple disabilities</b>	<b>Employability</b>
<b>CO4</b>	<b>To explain the domains and tools of assessment</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To describe the concept, history and causes of locomotor disabilities.	1	1	1	2	2	2	3	1	2	1	1	3	1	1	3	1	---
CO 2	To analyze the impact of locomotor disability.	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1
CO 3	To develop the skills for carrying out the diagnosis of multiple disabilities	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---
CO 4	To explain the domains and tools of assessment	2	2	2	3	2	2	3	1	1	2	1	2	2	2	1	3	2

## **SECTION A**

### **CEREBRAL PALSY**

**CP: Nature, Types and Its Associated Conditions**

**Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)**

**Provision of Therapeutic Intervention and Referral of Children with CP**

## **SECTION B**

### **AMPUTEES, POLIO, SPINAL CORD INJURIES SPINA-BIFIDA AND MUSCULAR DYSTROPHY**

**Definition, Meaning and Classification**

**Assessment of Functional Difficulties**

**Provision of Therapeutic Intervention and Referral**

## **SECTION C**

### **MULTIPLE DISABILITIES AND OTHER DISABLING CONDITIONS**

**Multiple Disabilities: Meaning and Classifications**

**Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions**

**Other Disabling Conditions such as Leprosy Cured Students, Multiple Sclerosis, Dwarfism, Acid Attack Victim**

## **SECTION D**

### **TEACHING AND LEARNING OF CHILDREN WITH LOCOMOTOR DISABILITIES**

**Implications of Functional Limitations for Education and Creating Prosthetic**



**Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School**

**Facilitating Teaching-Learning of Children with Locomotor Disabilities and Multiple Disabilities in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities**

**Facilitating Inclusion for Children with Locomotor Disabilities and Multiple Disabilities  
CBSE Guidelines for Children with Locomotor Disabilities and Multiple Disabilities**

### **Reference Books and Readings**

1. Miller, F. and Bachrach, S.J. (2012). **Cerebral Palsy: A Complete Guide for Caregiving. A Johns Hopkins Press Health Book.**
2. **Sarva Siksha Abhiyan. Module on Cerebral Palsy.**  
<http://ssa.nic.in/inclusiveeducation/>
3. **Training-module-for-resource-teachers-for disablechildren/Module%205%20Cerebral%20Palsy .pdf/at\_download/file**
4. **Sarva Siksha Abhiyan .Module onMultiple Disabilities.**
5. [http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at\\_download/file](http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file)

<b>Course Title/Code</b>	<b>Introduction to Locomotor &amp; Multiple Disabilities (Deaf-Blind, CP, MD) (EDS153-P)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>Classify locomotor disabilities based upon their characteristics features.</b>	
<b>CO1</b>	<b>To carryout observation &amp; screening of children with locomotor disabilities.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop checklist for screening children with locomotor disabilities</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To carryout observation & screening of children with locomotor disabilities.	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---
CO 2	To develop checklist for screening children with locomotor disabilities	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---

### **Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD) (EDS153-P)**

- 1. Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.**

2. Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.
3. Develop a checklist to identify the infrastructural barriers at work places.
4. Prepare a comprehensive report on the accessibility for persons with locomotor disability at public places.

**\*Field Activity**

<b>Course Title/Code</b>	<b>Cross Disability and Inclusion (EDO154)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Field Engagement</b>	
<b>Credits</b>	<b>2</b>	
<b>Course Objective</b>	<b>To develop an understanding of the concept of Inclusive Schools and Inclusive Education</b>	
<b>CO1</b>	<b>To develop the skill of classroom observation.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To carryout screening and identification of children with disabilities.</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop practical knowledge about all disabilities.</b>	<b>Employability</b>
<b>CO4</b>	<b>To identify different service delivery models: inclusive schools and special schools</b>	<b>Skill Development</b>
<b>CO5</b>	<b>To develop the skill of classroom observation.</b>	<b>Entrepreneurship</b>
<b>CO6</b>	<b>To carryout screening and identification of children with disabilities.</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To develop the skill of classroom observation.	1	1	1	2	2	2	3	1	2	1	1	3	1	1	3	1	---
CO 2	To carryout screening and identification of children with disabilities.	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1
CO 3	To develop practical knowledge about all disabilities.	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---
CO 4	To identify different service delivery models: inclusive schools and special	2	2	2	3	2	2	3	1	1	2	1	2	2	2	1	3	2

<b>schools</b>																			
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**SECTION A**

**CLASSROOM OBSERVATION**

**Major Disability – Special School**

**Minimum 30 School Periods**

**SECTION B**

**CLASSROOM OBSERVATION**

**Other than Major Disability – Special School**

**Minimum 30 School Periods**

**SECTION C**

**CLASSROOM OBSERVATION**

**Any Disability – Special Inclusive School**

**Minimum 30 School Periods**

**Reference Books and Readings**

1. Harwell, J, M; Jackson, R, W. [2008] **The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.**
2. Lee. S H., Harris Karen R., Graham Steve. (2003) **Handbook of Learning Disabilities, the Guilford Press, Ist Edition**

**SEMESTER - 2**

<b>SUBJECT CODES</b>	<b>SUBJECT NAME</b>	<b>**OFFERING DEPARTMENT</b>	<b>*COURSE NATURE (Hard/Soft/Workshop/NTCC)</b>	<b>COURSE TYPE (Core/Elective / University Compulsory)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>NO. OF CONTACT HOURS PER WEEK</b>	<b>NO. OF CREDITS</b>
EDH149-T	Contemporary India and Education	EDU	HARD	CORE	3	0	0	5	4
EDH149-P	Contemporary India and Education				0	0	2		
EDH156-T	Learning Teaching and Assessment	EDU	HARD	CORE	3	0	0	5	4
EDH156-P	Learning Teaching and Assessment				0	0	2		
EDH157-T	Curriculum Designing, Adaptation and Evaluation	EDU	HARD	CORE	3	0	0	5	4
EDH157-P	Curriculum Designing, Adaptation and Evaluation				0	0	2		
EDH127-T	Pedagogy of English	EDU	HARD	ELECTIVE	3	0	2	5	4
EDH127-P	Pedagogy of English								
EDH130-T	Pedagogy of Hindi								
EDH130-P	Pedagogy of Hindi								
EDS152	Introduction to Neuro Developmental Disabilities (LD, ID/ MR, ASD)	EDU	SOFT	CORE	1	0	2	3	2

<b>EDO164</b>	<b>Disability Specialization</b>	<b>EDU</b>	<b>FIELD ENGAGEMENT</b>	<b>CORE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	
<b>EDW165</b>	<b>Drama and Arts in Education</b>	<b>EDU</b>	<b>WORKSHOP</b>	<b>CORE</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>2</b>	
<b>LWS124</b>	<b>Laws Relating to Persons with Disabilities</b>	<b>LAW</b>	<b>SOFT</b>	<b>CORE</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	
<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>					<b>14</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>28</b>	<b>24</b>

<b>Course Title/Code</b>	<b>Contemporary India and Education (EDH149-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(3-0-0)</b>	
<b>Credits</b>	<b>3</b>	
<b>Course Objective</b>	<b>To analyze the role of educational system in the context of Modern Ethos</b>	
<b>CO1</b>	<b>Explain the history, nature and process and Philosophy of Education</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Examine the role of educational system in the context of modern ethos</b>	<b>Employability</b>
<b>CO3</b>	<b>Examine the role of Diversity and its components</b>	<b>Employability</b>
<b>CO4</b>	<b>Develop an understanding of the trends, issues and challenges faced by the contemporary Indian Education in Global context</b>	<b>Skill Development</b>
<b>CO5</b>	<b>Reflect upon the Laws and Rights made for PWDs</b>	<b>Entrepreneurship</b>
<b>CO6</b>	<b>Analyze the issues and trends in education</b>	<b>Skill Development</b>

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	<b>Explain the history, nature and process and Philosophy of Education</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO 2</b>	<b>Examine the role of educational system in the context of modern ethos</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>

CO 3	Examine the role of Diversity and its components	3	3	3	3	2	1	2	2	2	3	2	2	3	2	3	3	3
CO 4	Develop an understanding of the trends, issues and challenges faced by the contemporary Indian Education in Global context	2	3	2	3	2	1	1	1	3	1	2	2	3	1	3	3	3
CO 5	Reflect upon the Laws and Rights made for PWDs	3	2	1	1	1	---	1	---	2	2	1	3	3	2	1	2	1
CO 6	Analyze the issues and trends in education	2	3	1	3	3	3	3	3	3	1	3	2	3	2	3	3	3

## SECTION A

### PHILOSOPHICAL FOUNDATIONS OF EDUCATION

**Education: Concept, Definition and Scope**

**Agencies of Education: School, Family, Community and Media**

**Philosophies of Education: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, Constructivism and Connectionism**

**Classical Indian Perspective (Budhism, Jainism,)**

**Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)**

## SECTION B

### UNDERSTANDING DIVERSITY

**Concept of Diversity**

**Types of Diversity: Gender, Linguistic, Cultural, Socio-Economic and Disability**

**Diversity in Learning and Play**

**Addressing Diverse Learning Needs**

**Diversity: Global Perspective**

## SECTION C

### EDUCATION IN INDIA

**Contemporary Issues and Concerns**

**Universalization of School Education, and Universal Access**

**Issues of a) Universal enrolment b) Universal retention c) Universal learning**

**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**

**Inequality in Schooling: Public-Private Schools, Rural-Urban Schools, Single Teacher Schools and other forms of inequalities such as Regular and Distance Education System**

## **ISSUES AND TRENDS IN EDUCATION**

**Challenges of education from preschool to senior secondary**

**Inclusive Education as a Right Based Model**

**Complementarities of Inclusive and Special Schools**

**Language Issues in Education**

**Community Participation and Community Based Education**

## **SECTION D**

### **EDUCATION COMMISSIONS AND POLICY (SCHOOL EDUCATION)**

**Constitutional Provisions on Education that Reflect National Ideals: Equality, Liberty, Secularism, and Social Justice**

**National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy For Persons With Disabilities (2006), National Education Policy (2020)**

**National Acts: RCI Act (1992), PWD Act (1995), NT Act (1999), RTE Act (2009 & 2012), RPWD Act (2016).**

**Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA (2009), IEDSS, (2009).**

**International Conventions and Policies: Salamanca Declaration and Framework (1994), UNCRPD (2006), MDG (2015), INCHEON Strategies, SDG (2016)**

### **Reference Books and Readings**

- 1. Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy.**
- 2. National Education Commission. (1964-66). Ministry of Education, Government of**
- 3. India, New Delhi**
- 4. National Policy on Education. (1986 & 92). Ministry of Human Resource**
- 5. Development Government of India, New Delhi.**



6. **Right to Education Act. (2009). Ministry of Human Resource Development,**
7. **Government of India, New Delhi.**
8. **Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.**
9. **Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.**
10. **Anand, S. P. (1993).The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.**
11. **Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.**
12. **Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.**
13. **Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi**
14. **Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.**
15. **Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.**
16. **Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.**
17. **Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.**
18. **Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.**
19. **Press: New Delhi.**
20. **Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.**
21. **Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.**
22. **Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.**
23. **<http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>**
24. **<http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>**
25. **<http://www.mkgandhi.org/speeches/speechMain.htm>**
26. **Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.**

27. **Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.**
28. **Jangira, N.K. (2012). NCERT Mmother of Inclusive Eeducation Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.**
29. **Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.**

<b>Course Title/Code</b>	<b>Contemporary India and Education (EDH149-P)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To analyze the role of educational system and social movements in India: Women, Tribal and Person with Disabilities</b>	
<b>CO1</b>	<b>Learn about Comparative study of different settings</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Examine about the Conflicts and social movements in India: Women, Tribal and Person with Disabilities</b>	<b>Employability</b>
<b>CO3</b>	<b>Examine about First generation learners</b>	<b>Employability</b>

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	<b>Learn about Comparative study of different settings</b>	1	1	2	2	1	2	2	2	2	1	1	1	1	1	2	3	2
<b>CO 2</b>	<b>Examine about the Conflicts and social movements in India: Women, Tribal and Person with Disabilities</b>	1	1	1	2	1	2	2	2	1	1	1	1	1	1	2	3	2

CO 3	Examine about First generation learners	3	3	3	3	2	1	2	2	2	3	2	2	3	2	3	3	3
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### **Contemporary India and Education (EDH149-P)**

1. **Comparative study of different settings**
2. **Conflicts and social movements in India: Women, Tribal and Person with Disabilities**
3. **Educational debates and movements**
4. **First generation learners**
5. **Children with disabilities**
6. **Inclusive education**
7. **RTE act in the context of disadvantaged**
8. **Linguistic and religious diversity**
9. **Human rights, minority rights**
10. **Educational status of various groups**
11. **Special and inclusive schools**
12. **Analysis of contemporary debates**

### **\*Field activity**

1. **Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.**
2. **Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.**
3. **Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.**
4. **Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.**
5. **Steven, B. (1998). School and Society, New Delhi: Sage Publications.**
6. **Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.**
7. **Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.**
8. **Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.**

9. Weber. O.C. (1990). **Basic Philosophies of Education**, New York Holt, Rinehart and Winston.

<b>Course Title/Code</b>	<b>Learning Teaching and Assessment (EDH156-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(3-0-0)</b>	
<b>Credits</b>	<b>3</b>	
<b>Course Objective</b>	<b>To analyze the role of learning and their classroom applications.</b>	
<b>CO1</b>	<b>Comprehend the theories of learning and intelligence and their applications for teaching children.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Analyze the learning process, nature and theory of motivation.</b>	<b>Employability</b>
<b>CO3</b>	<b>Describe the stages of teaching and learning and the role of teacher.</b>	<b>Employability</b>
<b>CO4</b>	<b>Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.</b>	<b>Skill Development</b>
<b>CO5</b>	<b>To identify the social, economic and physical diversity that exists amongst learners &amp; challenges in Inclusive Education</b>	<b>Entrepreneurship</b>
<b>CO6</b>	<b>To develop the skills to manage a classroom in an inclusive setup</b>	<b>Skill Development</b>

CO	Course Statement	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6

CO 1	Comprehend the theories of learning and intelligence and their applications for teaching children.	1	1	1	2	---	2	1	1	1	---	---	2	3	1	3	---	---
CO 2	Analyze the learning process, nature and theory of motivation.	1	1	1	---	---	---	1	---	---	---	2	2	3	1	3	---	---
CO 3	Describe the stages of teaching and learning and the role of teacher.	---	---	2	2	2	1	3	1	1	1	---	3	2	2	1	2	1
CO 4	Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.	1	1	1	---	---	---	1	---	---	---	2	2	3	1	---	---	---
CO 5	To identify the social, economic and physical diversity that exists amongst learners & challenges in Inclusive Education	1	1	1	2	1	2	2	2	1	1	1	1	1	1	2	3	2
CO 6	To develop the skills to manage a classroom in an inclusive setup	1	1	1	2	1	2	2	2	1	1	1	1	1	1	2	3	2

## SECTION A

### HUMAN LEARNING AND INTELLIGENCE

**Human learning: Meaning, definition and concept formation**

**Learning theories:**

- Behaviourism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructivism: Vygotsky, Bandura

**Intelligence: Concept and definition**

**Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)**

**Creativity: Concept, Definition and Characteristics**

**Implications for Classroom Teaching and Learning**

## SECTION B

### LEARNING PROCESS AND MOTIVATION

**Sensation: Definition and Sensory Process**

**Attention: Definition and Affecting Factors**

**Perception: Definition and Types**

**Memory, Thinking, and Problem Solving**

**Motivation: Nature, Definition and Maslow's Theory**

## **SECTION C**

### **TEACHING LEARNING PROCESS**

**Maxims of Teaching**

**Stages of Teaching: Plan, Implement, Evaluate, Reflect**

**Stages of Learning: Acquisition, Maintenance, Generalization**

**Learning Environment: Psychological and Physical**

**Leadership Role of Teacher in Classroom, School and Community**

## **SECTION D**

### **OVERVIEW OF ASSESSMENT AND SCHOOL SYSTEM**

**Assessment: Conventional meaning and constructivist perspective**

**'Assessment of Learning' and 'Assessment for Learning': Meaning and difference**

**Comparing and contrasting assessment, evaluation, measurement, test and examination**

**Formative and summative evaluation, Curriculum Based Measurement**

**Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option**

### **ASSESSMENT: STRATEGIES AND PRACTICES**

**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**

**Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level**

**Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions**

**Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;**

**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)**

#### **Reference Books and Readings**

1. **Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.**
2. **Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.**
3. **King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.**
4. **Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.**
5. **Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks, CA: Corwin King.**
6. **Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Scarborough, Ontario, Canada, Wadsworth.**
7. **McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.**
8. **Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.**
9. **Salvia, J., & Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.**

<b>Course Title/Code</b>	<b>Learning Teaching and Assessment (EDH156-P)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To cater to social, economic and physical diversity that exists amongst learners &amp; challenges in Inclusive Education</b>	
<b>CO1</b>	<b>Preparation of Self-study report on individual differences among learners</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Prepare a leaflet for parents on better emotional management of children</b>	<b>Employability</b>
<b>CO3</b>	<b>Observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts.</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Preparation of Self-study report on individual differences among learners	---	---	---	2	---	2	1	1	1	---	---	2	3	1	3	---	---
CO 2	Prepare a leaflet for parents on better emotional management of children	1	1	1	---	---	---	1	---	---	---	2	2	3	1	3	---	---
CO	Observation of children belonging to any three				2	2	1	3	1	1	1	---	3	2	2	1	2	1



3	stages of development and describing applications of development in teaching-learning contexts.																			
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**Learning Teaching and Assessment (EDH156-P)**

1. **Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts.**
2. **Preparation of Self-study report on individual differences among learners.**
3. **Prepare a leaflet for parents on better emotional management of children.**
4. **Compilation of 5 CBM tools from web search in any one school subject.**
5. **Team presentation of case study on assessment outcome used for pedagogic decisions.**
6. **Report on community participation in school assessment or study recent ASAR report to understand school independent assessment.**

**Reference Books and Readings**

1. **Paul, P. (2009). Language and Deafness. Singular publication.**
2. **Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.**
3. **Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.**
4. **Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 11thedn, Pearson Publication, New Delhi.**
5. **Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.**

<b>Course Title/Code</b>	<b>Curriculum Designing, Adaptation and Evaluation (EDH157-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(3-0-0)</b>	
<b>Credits</b>	<b>3</b>	
<b>Course Objective</b>	<b>To conceptualize the principles, types, and areas of curriculum.</b>	
<b>CO1</b>	<b>Describe the principles, types, and areas of curriculum.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To understand the curriculum hierarchies of various subjects.</b>	<b>Employability</b>
<b>CO3</b>	<b>To understand the components of instructional planning.</b>	<b>Employability</b>
<b>CO4</b>	<b>To develop the skills required for curriculum adaptation modification and accommodation.</b>	<b>Skill Development</b>
<b>CO5</b>	<b>To develop the skills required for IEP and Lesson Planning.</b>	<b>Entrepreneurship</b>
<b>CO6</b>	<b>To develop the skills of curriculum evaluation.</b>	<b>Skill Development</b>

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	<b>Describe the principles, types, and areas of curriculum.</b>	3	3	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3
<b>CO</b>	<b>To understand the curriculum hierarchies</b>	3	3	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3

2	of various subjects.																	
CO 3	To understand the components of instructional planning.	---	3	---	2	2	1	2	---	2	---	1	1	3	3	2	3	3
CO 4	To develop the skills required for curriculum adaptation modification and accomodation.	---	3	---	2	2	1	2	---	2	---	1	2	3	3	2	3	3
CO 5	To develop the skills required for IEP and Lesson Planning.	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
CO 6	To develop the skills of curriculum evaluation.	1	---	1	---	3	---	3	2	2	3	3	3	3	3	2	3	3

## SECTION A

### CURRICULUM DESIGN

Curriculum design– Concept, Definition and Principles

Principles of Inclusive Curriculum

Types of curriculum– Core, Collateral, Support, Hidden

Universal design of learning for curriculum development NCF

Curriculum Design and Development: Subject-centered, Learner-centered (CWLD), Learning-centered

### CURRICULUM HIERARCHIES

Reading (English and any Regional language)

Writing

Mathematics

Science

Social studies

## SECTION B

### INSTRUCTIONAL PLANNING

Models of instructional planning – ADDIE

Taxonomies of learning – Cognitive (Bloom’s and Anderson), Psychomotor & Affective

Elements of lesson plan - 5 E plan

**Models of teaching - CAM,  
Pyramid plan**

### **SECTION C**

#### **ADAPTATION, MODIFICATION, ACCOMMODATION**

**Definition and concept of adaptation, modification, accommodation**

**Principles and steps of adaptation**

**Differentiated instruction**

**IEP**

**Classroom management – cooperative, collaborative, arrangement**

### **SECTION D**

#### **ASSESSMENT & EVALUATION**

**Assessment & Evaluation- Concept, definition, scope**

**Types of Assessment- Alternative, Authentic, Performance based, Subject based portfolio**

**Evaluation – Formative, Summative, CCE**

**Development of question paper (table of specifications)**

**Tools of evaluation- Rubrics grading, marking schemes**

#### **Reference Books and Readings**

- 1. Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987**
- 2. Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.**
- 3. Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs,2003**
- 4. Joyce, S. Choate et al: Assessing and programming basic curriculum skills,1987**
- 5. Margo, A. Mastropieri & Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009**
- 6. McIntyre, Thomas: A resource book for remediating common behavior and**

learning problems. Boston. Allyn and bacon, 1989.

7. Stephen, S. Strichart & Charles T. Mangrum: Teaching Learning Strategies and Study Skills To Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 3rd Edition
8. Steve Graham & Karen Harris: Writing Better: Effective Strategies for Teaching Students with Learning Difficulties, 2005
9. Virginia, W. Berninger & Beverly J. Wolf: Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science, 2009
10. Nancy L Eisenberg, Pamela H Esser1994.: Teach and reach : students with attention deficit disorders : the educator's handbook and resource guide. Texas. Multi Growth Resources,

<b>Course Title/Code</b>	<b>Curriculum Designing, Adaptation and Evaluation (EDH157-P)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To carryout lesson planning and adaptation.</b>	
<b>CO1</b>	<b>To apply curriculum hierarchies in various subjects.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To carryout curriculum adaptation modification and accomodation for a given lesson.</b>	<b>Employability</b>
<b>CO3</b>	<b>To carryout of curriculum evaluation of various lessons.</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To apply curriculum hierarchies in various subjects.	3	3	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3
CO 2	To carryout curriculum adaptation modification and accomodation for a given lesson.	3	3	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3
CO 3	To carryout of curriculum evaluation of various lessons.	---	3	---	2	2	1	2	---	2	---	1	1	3	3	2	3	3

### **Curriculum Designing, Adaptation and Evaluation (EDH157-P)**

- 1. Adapt a lesson according to the needs of the identified student/class**
- 2. Plan a differentiated lesson for a given class**
- 3. Evaluate a textbook to develop a rubric as an evaluation tool**
- 4. Prepare a blueprint**
- 5. Prepare a portfolio**

### **Reference Books and Readings**

- 1. Angela Losardo & Angela Syverson (2011). Alternative Approaches to Assessing Young Children, Second Edition,**
- 2. Cohen, Sandra B & Plaskon, Stephen P (1980). Language arts. Columbus. Charles E Merrill, .**
- 3. Davis, William E : The Special Educator : strategies for succeeding in today's schools.**
- 4. D Kim Reid, Wayne P Hresko: (1981). A Cognitive approach to learning disabilities. Auckland. McGraw-Hill**
- 5. Hodkinson, Alan & Vickerman, Philip 2009: Key issues in special educational needs and inclusion. Los Angeles. SAGE,**
- 6. Karten, Toby J.: Inclusion strategies that work! [research-based methods for the classroom] (2nd ed) California. Corwin A Sage Company, 2010**
- 7. Lewis, Rena B. & Doorlag, Donald H. 1999: Teaching special students in general education classrooms. (5th ed) New Jersey. Prentice Hall,**
- 8. Schulz, Jane B & Carpenter, C Dale: Mainstreaming exceptional students. [a guide for classroom teachers] (4th ed) Boston. Allyn and Bacon.**
- 9. Westwood, Peter: 1987 Commonsense methods for children with special needs. [strategies for the regular classroom] London. Croom Helm,**
- 10. William N. Bender: 2007 Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators**

<b>Course Title/Code</b>	<b>Pedagogy of School Subjects (English) (EDH127-T)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(3-0-0)</b>	
<b>Credits</b>	<b>3</b>	
<b>Course Objective</b>	<b>To develop an understanding of the nature and scope of English.</b>	
<b>CO1</b>	<b>To understand the concept, nature and scope of English.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop the skills for designing lesson plan and unit plan.</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop understanding of approaches and methods of teaching English.</b>	<b>Employability</b>
<b>CO4</b>	<b>To develop the skills required for adaptation modification and accommodation in English curriculum.</b>	<b>Skill Development</b>
<b>CO5</b>	<b>Demonstrate competencies of planning for teaching English, designing pupil centered teaching learning experiences.</b>	<b>Entrepreneurship</b>
<b>CO6</b>	<b>Demonstrate skills to design and use various evaluation tools to measure learner achievement in English.</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO	To understand	1	2	3	3	2	1	1	3	2	1	2	---	2	2	2	3	2

1	the concept, nature and scope of English.																	
CO 2	To develop the skills for designing lesson plan and unit plan.	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
CO 3	To develop understanding of approaches and methods of teaching English.	1	1	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3
CO 4	To develop the skills required for adaptation modification and accommodation in English curriculum.	---	3	3	2	2	1	2	---	2	---	1	2	3	3	2	3	3
CO 5	Demonstrate competencies of planning for teaching English, designing pupil centered teaching learning experiences.	---	3	2	2	2	1	2	---	2	---	1	1	3	3	2	3	3
CO 6	Demonstrate skills to design and use various evaluation tools to measure learner achievement in English.	1	1	2	---	3	---	3	2	2	3	3	3	3	3	2	3	3

## SECTION A

### NATURE OF ENGLISH LANGUAGE & LITERATURE

#### Principles of Language Teaching

#### Teaching as second language in Indian context

#### English Language in the school context: An Evolutionary Perspective

#### Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)



## **INSTRUCTIONAL PLANNING**

**Aims and objectives of Teaching English at different stages of schooling**

**Instructional Planning: Need and Importance**

**Unit and lesson plan: Need and Importance**

**Planning and adapting units and lessons for children with and without disabilities**

## **SECTION B**

### **APPROACHES AND METHODS OF TEACHING ENGLISH**

**Difference between an approach and a method**

**Translation method, Direct method, Bilingual and Eclectic**

**Approaches: Structural, communicative, Situational and constructivist and Cooperative (Method and approaches of Teaching of Prose, Poetry, Drama, Grammar and Vocabulary),**

**Concept of Micro teaching, Micro teaching skills: introduction, illustration, questioning, stimulus variation, and reinforcement,**

## **SECTION C**

### **ENGLISH LANGUAGE PEDAGOGY**

**Language Skill Development (LSRW): Listening - concept, types, significance, and activities like-listening to authentic material (announcements, commentaries, radio recordings); recorded material (learning material developed for secondary language teaching, teacher's recoded material); live listening material (teacher as a role model)**

**Speaking - concept, types, significance and activities like situational conversation, topic based discussion, task centered, picture composition, telling anecdotes, etc. Resources and Techniques- usage of dictionary, language lab, multimedia, games, role play, story-telling)**

**Reading-concept, significance, types (loud, silent, intensive, extensive, and supplementary), methods (phonic, whole word), techniques to increase speed of reading (phrasing, skimming, scanning, columnar reading, keyword reading)**

**Writing-concept, types, significance of composition (guided, free, and creative), evaluating compositions,**

## **SECTION D**

## **EVALUATION: LANGUAGE LEARNING**

**Meaning and importance of tests and exams, Different types of test items for testing different skills of English language, Comprehensive and continuous evaluation in English class**

**Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)**

**Adaptation of Evaluation Tools for Children with and without Disabilities**

**Individualized assessment for Children with and without Disabilities**

**Error analysis, Diagnostic tests and Enrichment measures**

### **Reference Books and Readings**

1. Anderson, A.& Lynch T.(1988).*Listening*. Oxford: Oxford University Press.
2. Agnihotri, R. K., Khanna, A. L. (1994). *Second Language Acquisition: Socio Cultural and Linguistic aspects of English in India*. New Delhi: Sage Publication.
3. Beaumont, M. (1996). *The Teaching of Reading Skills in Second/ Foreign Language*. Patras: The Hellenic Open University.
4. Bhatia, K. K., & Kaur, N. (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana: Kalyani Publishers
5. Brown,G.&Yule. (1983). *Teaching the spoken language*. Cambridge:Cambridge University Press.
6. Brumfit, C. (1984). *Communicative methods in Language teaching*. Cambridge: Cambridge University Press.
7. Carroll, J. B. (1964). *Language and Thought*. New York: Prentice- Hall.
8. Hughes, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
9. Maley,A.&Duff,A.(1975).*Sounds interesting*.Cambridge:Cambridge University Press.
10. Parrott, M. (1993). *Tasks for Language Teachers*. Cambridge: Cambridge University Press.
11. Richards & Lockhart (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

12. Sachdeva, M. S. (2013). *Teaching of English*. Patiala: Twenty first century Publication.
13. The Right of Children to Free and Compulsory Education Act 2009, The Gazette of India, 2009.

<b>Course Title/Code</b>	<b>Pedagogy of School Subjects (English) (EDH127-P)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To apply different approaches to teaching English and examine different pedagogical issues in learning English.</b>	
<b>CO1</b>	<b>To teach the students about Pedagogical analysis</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Developing an Action Research Plan on a problem related to teaching and learning of English to students with disabilities to students with disabilities.</b>	<b>Employability</b>
<b>CO3</b>	<b>Construction of a diagnostic test for unit along with a remedial plan.</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To teach the students about Pedagogical analysis	1	2	3	3	2	1	1	3	2	1	2	---	2	2	2	3	2
CO 2	Developing an Action Research Plan on a problem related to teaching and learning of English to students with	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3

	disabilities to students with disabilities.																	
CO 3	Construction of a diagnostic test for unit along with a remedial plan.	1	1	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3

**Pedagogy of School Subjects (English) (EDH127-P)**

1. Discuss the changed role of English language in 21<sup>st</sup> century.
2. Explore the contribution of ICT in language learning.
3. Discuss on topic: ‘Difference between spoken and written English’.
4. Pen down reflective feedback on any English text book.
5. Read biography of two prose authors (one Indian, one International), and two poets (one Indian, one International).
6. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing language skills.
7. Draft a question paper in English for class seven in compliance with Bloom’s taxonomy.
8. \*Observe and list the language activities incorporated by in-service English teachers to supplement the understanding of learners.
9. Design teaching programme based on error analysis
10. Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
11. Develop work sheet (interactive including language games)
12. Prepare worksheets to enrich vocabulary among secondary students with disabilities
13. Develop lesson plans for the teaching of prose and poetry, Procedure of Lesson and Unit Planning
14. Critically analyze any one poem or essay of a well-known poet or writer
15. Practical exposure to Current Trends in Modern English Literature in Indian context

**Reference Books and Readings**

1. Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.

2. Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
3. French, F. G. (1963). *Teaching English as an International Language*. London: Oxford University Press.
4. Gokak, V. K. (1963). *English in India: Its Present and Future*. Mumbai: Asia Publishing House.
5. Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press.

Course Title/Code	Pedagogy of School Subjects (Hindi) (EDH130-T)	
Course Type	Elective	
Course Nature	Hard	
L-T-P Structure	(3-0-0)	
Credits	3	
Course Objective	To develop an understanding of the nature and scope of Hindi.	
CO1	To understand the concept, nature and scope of Hindi.	Skill Development
CO2	To develop the skills for designing lesson plan and unit plan.	Employability
CO3	To develop understanding of approaches and methods of teaching Hindi.	Employability
CO4	To develop the skills required for adaptation modification and accommodation in Hindi curriculum.	Skill Development
CO5	Demonstrate competencies of planning for teaching Hindi, designing pupil centered teaching learning experiences.	Entrepreneurship
CO6	Demonstrate skills to design and use various evaluation tools to measure learner achievement in Hindi.	Skill Development

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To understand the concept, nature and scope of Hindi.	1	2	3	3	2	1	1	3	2	1	2	---	2	2	2	3	2
CO 2	To develop the skills for designing lesson plan and unit plan.	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
CO 3	To develop understanding of approaches and methods of teaching Hindi.	1	1	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3
CO 4	To develop the skills required for adaptation modification and accommodation in Hindi curriculum.	---	3	3	2	2	1	2	---	2	---	1	2	3	3	2	3	3
CO 5	Demonstrate competencies of planning for teaching Hindi, designing pupil centered teaching learning experiences.	---	3	2	2	2	1	2	---	2	---	1	1	3	3	2	3	3
CO 6	Demonstrate skills to design and use various evaluation tools to measure learner achievement in Hindi.	1	1	2	---	3	---	3	2	2	3	3	3	3	3	2	3	3

### इकाई-1

भाषा का स्वरूप एवं भाषायी कौशल, भाषा का अर्थ प्रकृति महत्व एवं मातृभाषा के रूप में हिंदी भाषा का महत्व, हिंदी भाषा की व्याकरणिक संरचना - वर्ण ,शब्द , पद ,वाक्य एवं विराम चिन्ह, ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य, श्रवण कौशल - अर्थ, महत्व, उद्देश्य, विधियाँ, श्रवण के दोष के कारण व सुधार, कथन कौशल- अर्थ, महत्व, उद्देश्य, विधियाँ, लेखन कौशल - अर्थ, महत्व, उद्देश्य, विधियाँ, वाचन कौशल - अर्थ, महत्व, उद्देश्य, विधियाँ

## इकाई-2

साहित्यिक विधाएँ और हिन्दी शिक्षण, साहित्यिक विधाओं का परिचय - कविता, कहानी, निबंध, एकांकी, जीवनी, आत्मकथा का सामान्य परिचय, गद्य शिक्षण - अर्थ, महत्व, उद्देश्य, विधियाँ एवं सोपान, पद्य शिक्षण - अर्थ, महत्व, उद्देश्य, विधियाँ एवं सोपान, व्याकरण शिक्षण - अर्थ, महत्व, उद्देश्य, विधियाँ एवं सोपान

## इकाई-3

पाठ योजना एवं सहायक सामग्री, पाठयोजना - अर्थ, महत्व एवं रूपरेखा, सहायक सामग्री - आवश्यकता, भाषा शिक्षण में दृश्य-श्रव्य साधनों का महत्व

## इकाई-4

हिन्दी में मूल्यांकन व गृहकार्य, हिन्दी शिक्षण में मूल्यांकन का अर्थ एवं स्वरूप, हिन्दी शिक्षण में गृहकार्य का स्वरूप एवं संशोधन

### Reference Books and Readings

1. अग्रवाल, परुषोत्तम, कुमार सजं य (2000), हहन्दी: नई चाल में ढली: एक पनु ववचार, देिकाल प्रकािन, नई हदलली
2. अज्ञेय, सस्चदानंद हीरानंद वात्स्यायन (2010), वत्सल नचध प्रकािन माला : संववत्त, सस्ता
3. साहहत्य मण्डल प्रकािन, नई हदलली कुमार, कृष्ण (2004), बच्चे की भाषा और अध्यापक, राप्र्रीय पसुतक न्यास, नई हदलली
4. कौशिक, जयनारायण (1987), हहन्दी शिक्षण, हररयाणा साहहत्य अकादमी, चंडीगढ़ गपुता, मनोरमा (1984), भाषा अचधगम, कें द्रीय हहन्दी संस्थान, आगरा
5. गोस्वामी, कृष्ण कुमार (1990), साहहत्य भाषा और साहहत्य शिक्षण, उच्च शिक्षा और िोध
6. संस्थान, दक्षक्षण भारत हहन्दी प्रचार सभा, हैदराबाद गोस्वामी, कृष्ण कुमार एवं िकु ल देवेन्द्र (1992), साहहत्य शिक्षण, उच्च शिक्षा और िोध
7. संस्थान, मद्रास चतवुेदी, रामस्वरूप (2005), हहन्दी साहहत्य और संवेदना का ववकास, लोकभारती प्रकािन,
8. हदलली जोसेफ जेस्सी(1997), भाषा की जैवकता, ज्ञानोदय प्रकािन, धारवाड़

9. तवारी, परुषोत्तम(1992), हहन्दी शिखण, राजस्थान हहन्दी ग्रंथ अकादमी
10. तवारी, भोलानाथ(1990), हहन्दी भाषा शिखण, शलवप प्रकािन, हदलली
11. पाण्डेय, रामिकल(1993), हहन्दी शिखण, ववनोद पसुतक महं दर, आगरा

<b>Course Title/Code</b>	<b>Pedagogy of School Subjects (Hindi) (EDH130-P)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To apply different approaches to teaching Hindi and examine different pedagogical issues in learning Hindi.</b>	
<b>CO1</b>	<b>To teach the students about Pedagogical analysis</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Developing an Action Research Plan on a problem related to teaching and learning of Hindi to students with disabilities to students with disabilities.</b>	<b>Employability</b>
<b>CO3</b>	<b>Construction of a diagnostic test for unit along with a remedial plan.</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO	To teach the students about Pedagogical	1	2	3	3	2	1	1	3	2	1	2	---	2	2	2	3	2



1	analysis																	
CO 2	Developing an Action Research Plan on a problem related to teaching and learning of Hindi to students with disabilities to students with disabilities.	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
CO 3	Construction of a diagnostic test for unit along with a remedial plan.	1	1	3	---	2	2	---	2	1	---	---	---	3	3	2	3	3

### Pedagogy of School Subjects (Hindi) (EDH130-P)

भाषा कौशल संबंधी भाषा खेल निर्मित करो।

साहित्यिक विधाओं जैसे कविता, कहानी, एकांकी, जीवनी, आत्मकथा में से किसी दो विधाओं की समीक्षा कीजिए।

गद्य, पद्य एवं व्याकरण की कक्षा 6-10 की पाठ्यपुस्तक से पाठयोजना तैयार करो।

प्रश्नपत्र का निर्माण करो।

कल्पना प्रधान एवं भावप्रधान मौलिक निबंध लिखिए।

कक्षा 6-10 की पाठ्यपुस्तकों में संकलित मुहावरों, लोकोक्तियों का संकलन कीजिए।

### Reference Books

1. अग्रवाल, परुषोत्तम , कुमार सजं य ( 2000), हहन्दी: नई चाल में ढली: एक पनु ववचा ार, देिकाल प्रकािन, नई हदलली
2. अज्ञेय, सस्चदानंद हीरानंद वात्स्यायन (2010), वत्सल र्चध प्रकािन माला : संववत्त, सस्ता
3. साहहत्य मण्डल प्रकािन, नई हदलली कुमार, कृष्ण (2004), बच्चे की भाषा और अध्यापक, राप्रीय पसुतक न्यास, नई हदलली

4. कौशिक, जयनारायण ( 1987 ), हहन्दी शिक्षण, हररयाणा साहहत्य अकादमी, चंडीगढ़ गपुता,मनोरमा (1984), भाषा अचधगम, कें द्रीय हहन्दी संस्थान, आगरा
5. गोस्वामी, कृष्ण कुमार (1990), साहहत्य भाषा और साहहत्य शिक्षण, उच्च शिक्षा और िोध
6. संस्थान, दक्षक्षण भारत हहन्दी प्रचार सभा, हैदराबाद गोस्वामी, कृष्ण कुमार एवं िकु ल देवेन्द्र (1992), साहहत्य शिक्षण, उच्च शिक्षा और िोध
7. संस्थान, मद्रास चतवु ेदी, रामस्वरूप (2005), हहन्दी साहहत्य और संवेदना का ववकास, लोकभारती प्रकांिन,
8. हदलली जोसेफ जेस्सी(1997), भाषा की जैवकता, ज्ञानोदय प्रकांिन, धारवाड़
9. त्वारी, परुुषोत्तम(1992), हहन्दी शिक्षण, राजस्थान हहन्दी ग्रंथ अकादमी
10. त्वारी, भोलानाथ(1990), हहन्दी भाषा शिक्षण, शलवप प्रकांिन, हदलली
11. पाण्डेय, रामिकल(1993), हहन्दी शिक्षण,ववनोद पसुुतक महं दर, आगरा

Course Title/Code	Introduction to Neuro-Developmental Disabilities (LD, ID/MR, ASD) (EDS152-T)	
Course Type	Core	
Course Nature	Soft	
L-T-P Structure	(1-0-0)	
Credits	1	
Course Objective	Describe nature, characteristics & assessment of students with neuro-developmental disabilities.	
CO1	To conceptualize the characteristics and types of learning disability.	Skill Development
CO2	To analyze the impact of Intellectual disability.	Employability
CO3	To develop the skills for the tools, areas of assessment and prepare and apply intervention strategies for independent living.	Employability
CO4	To explain the domains and tools of assessment	Skill Development

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO	To conceptualize the	1	1	2	2	---	---	1	1	1	---	---	2	2	3	3	---	---

1	characteristics and types of learning disability.																	
CO 2	To analyze the impact of Intellectual disability.	1	1	1	2	---	2	1	1	1	---	---	2	2	2	3	---	---
CO 3	To develop the skills for the tools, areas of assessment and prepare and apply intervention strategies for independent living.	1	1	1	2	---	2	1	1	1	---	---	2	2	2	3	---	---
CO 4	To explain the domains and tools of assessment	---	1	1	2	2	2	2	1	1	---	---	2	2	2	2	3	2

**SECTION A**

**LEARNING DISABILITY: NATURE, NEEDS AND INTERVENTION**

**Definition, Types and Characteristics**

**Tools and Areas of Assessment**

**Strategies for Reading, Writing and Math's**

**Curricular Adaptation, IEP, Further Education**

**CBSE Guidelines for Children with Specific Learning Disabilities**

**SECTION B**

**INTELLECTUAL DISABILITY: NATURE, NEEDS AND INTERVENTION**

**Definition, Types and Characteristics**

**Tools and Areas of Assessment**

**Strategies for Functional Academics and Social Skills**

**Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan,**

**Life Skill Education**

**CBSE Guidelines for Children with Intellectual Disabilities**

## **SECTION C**

### **AUTISM SPECTRUM DISORDER: NATURE, NEEDS AND INTERVENTION**

**Definition, Types and Characteristics**

**Tools and Areas of Assessment**

**Instructional Approaches**

**Teaching Methods**

**CBSE Guidelines for Children with Autism Spectrum Disorder**

## **SECTION D**

### **TRANSITION OF PERSONS WITH DEVELOPMENTAL DISABILITIES**

**Facilitating Inclusion for Children with Developmental Disabilities**

**Transition Education, Life Long Education**

**Individualized Vocational Transition Plan**

**Vocational Training and Career Opportunities for Persons with Developmental Disabilities**

#### **Reference Books and Readings**

1. **Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.**
2. **American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.**
3. **Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.**
4. **Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems.**
5. **Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.**
6. **Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.**
7. **Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.**
8. **Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.**

9. Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

<b>Course Title/Code</b>	<b>Introduction to Neuro-Developmental Disabilities (LD, ID/MR, ASD) (EDS152-P)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>Classify neuro-developmental disabilities based upon their characteristics features.</b>	
<b>CO1</b>	<b>Develop an Assessment Tool for a child with learning disability in the given area</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Prepare a transition plan from school to college for an LD Child</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Develop an Assessment Tool for a child with learning disability in the given	1	1	2	2	---	---	1	1	1	---	---	2	2	3	3	---	---

	area																	
CO 2	Prepare a transition plan from school to college for an LD Child	1	1	1	2	---	2	1	1	1	---	---	2	2	2	3	---	---

**Introduction to Neuro-Developmental Disabilities (LD, ID/MR, ASD) (EDS152-P)**

1. **Develop an Assessment Tool for a child with learning disability in the given area**
2. **Prepare a transition plan from school to college for an LD Child**
3. **Prepare a life skill curriculum**
4. **Prepare a screening tool for children with Autism Spectrum Disorder**
5. **Prepare teacher made test for functional assessment of a given child with ID/ Autism**
6. **Plan an educational program on the basis of an assessment report of a child with ID/Autism Any other suitable activity**

**\*Field Activity**

**Reference Books and Readings**

1. **Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.**
2. **Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.**
3. **Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.**
4. **Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.**
5. **Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.**
6. **Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.**

<b>Course Title/Code</b>	<b>Disability Specialization (EDO164)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Field Engagement</b>	
<b>Credits</b>	<b>2</b>	
<b>Course Objective</b>	<b>To Acquire the skill of Lesson planning focusing on adaptation evaluation.</b>	
<b>CO1</b>	<b>To develop the skill of classroom observation.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To carryout screening and identification of children with disabilities.</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop practical knowledge about all disabilities.</b>	<b>Employability</b>
<b>CO4</b>	<b>To identify different service delivery models: inclusive schools and special schools</b>	<b>Skill Development</b>

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	<b>Student Teacher will demonstrate skills related to the core</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>---</b>

	values such as professionalism and time management																	
CO 2	Student teachers will learn skills of Teaching	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1
CO 3	To develop the skill of classroom observation.	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---
CO 4	To carryout screening and identification of children with disabilities.	2	2	2	3	2	2	3	1	1	2	1	2	2	2	1	3	2

## SECTION A

### CLASSROOM OBSERVATION

**Major Disability (Special School)**

**Observation of all subjects at different level, minimum 50 school Periods**

## SECTION B

### MICRO TEACHING

**Micro teaching & simulated lessons on selected skills (General-5 Lessons) Micro teaching & simulated lessons (Major Disability-5 Lessons)**

## SECTION C

### LESSON PLANNING

**Major Disability – Lesson planning for subjects selected (Major Disability-10 Lessons)**

**Major Disability – Lesson planning focusing on adaptation, evaluation (Major Disability-5 Lessons)**



## Reference Books and Readings

1. Harwell, J, M; Jackson, R, W. [2008] **The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.**
2. Lee. S H., Harris Karen R., Graham Steve. (2003) **Handbook of Learning Disabilities, the Guilford Press, 1st Edition**

<b>Course Title/Code</b>	<b>Laws Relating to Persons with Disabilities (LWS123)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(1-1-0)</b>	
<b>Credits</b>	<b>2</b>	
<b>Course Objective</b>	<b>To impart basic information and knowledge of constitutional and legal framework regarding the rights of persons with disabilities and equip them to guide others on such matters that are faced by persons with disabilities.</b>	
<b>CO1</b>	<b>To develop an understanding of broad framework of the Constitution of India</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To explain the rights of Women &amp; the Legal Framework</b>	<b>Employability</b>
<b>CO3</b>	<b>To explain the rights of Persons with Disabilities &amp; the Legal Framework</b>	<b>Employability</b>
<b>CO4</b>	<b>To discuss the support systems for Persons with Disabilities</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To develop an understanding of broad framework of the Constitution of India	2	1	2	2	3	1	3	2	2	2	2	3	3	2	3	2	---
CO 2	To explain the rights of Women & the Legal Framework	2	2	2	3	2	1	2	2	3	3	3	1	3	3	3	2	---
CO 3	To explain the rights of Persons with Disabilities & the Legal Framework	2	2	1	2	1	2	3	2	1	2	2	3	3	3	2	3	---
CO 4	To discuss the support systems for Persons with Disabilities	2	1	1	2	2	3	2	1	2	2	3	1	3	2	2	3	---

## SECTION A

### CONSTITUTION OF INDIA

The broad framework of the Constitution of India

Fundamental Constitutional Principles and salient features

Fundamental Rights, Directive Principles, Fundamental Duties

Writ Jurisdiction and Types of Writs

## SECTION B

### WOMEN, DISABILITY AND LAW

Offences against women: Against Body, Mind, and Reputation

Sexual Harassment at Work Place

PNDT ACT & MTP

Rights of Women under Personal Laws

Domestic Violence Act

## SECTION C

### RIGHTS OF PERSONS WITH DISABILITIES

Rights of Persons with Disabilities under the law

Obligations of Government

Specific schemes of the government

## SECTION D

### SUPPORT SYSTEMS FOR PERSONS WITH DISABILITY

Formal Institutions to support PWDs

Informal organizations to support PWDs

#### Laws Relating to Persons with Disabilities Activities

Awareness spreading Activity

Activity regarding Sensitization of person towards PWDs

Assessing public places in the light of accessibility for PWDs

<b>Course Title/Code</b>	<b>Drama &amp; Arts in Education (EDW165)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Workshop</b>	
<b>L-T-P Structure</b>	<b>(0-0-3)</b>	
<b>Credits</b>	<b>2</b>	
<b>Course Objective</b>	<b>To Acquire the skill for carrying out Art Integrated Learning</b>	
<b>CO1</b>	To develop the skills to use visual art in teaching learning process effectively.	<b>Skill Development</b>
<b>CO2</b>	To develop the skills to use literary art in teaching learning process effectively.	<b>Employability</b>
<b>CO3</b>	To develop the skills to use performing art in teaching learning process effectively.	<b>Employability</b>
<b>CO4</b>	To develop the skills to integrate technology and art in teaching learning process effectively.	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To develop the skills to use visual art in teaching learning	1	2	1	3	2	1	1	2	1	1	2	1	3	1	3	3	---

	process effectively.																	
CO 2	To develop the skills to use literary art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2	1	3	1	3	3	---
CO 3	To develop the skills to use performing art in teaching learning process effectively.	1	2	1	3	2	1	1	2	1	1	2	1	3	1	3	3	---
CO 4	To develop the skills to integrate technology and art in teaching learning process effectively.	1	2	1	3	3	1	1	2	1	1	2	1	3	1	3	3	3

## SECTION A

### INTRODUCTION TO ART EDUCATION

**Art and art education: Meaning, scope, and difference**

**Artistic expression: Meaning and strategies to facilitate**

**Art therapy: Concept and application to students with and without disabilities**

**Linking Art Education with Multiple Intelligences**

**Understanding emerging expression of art by students**

## SECTION B

### PERFORMING ARTS: DANCE AND MUSIC

**Range of art activities related to dance and music**

**Experiencing, responding, and appreciating dance and music**

**Exposure to selective basic skills required for dance and music**

**Dance and Music: Facilitating interest among students: planning and implementing activities**

**Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations**

### **PERFORMING ARTS: DRAMA**

**Range of art activities in drama**

**Experiencing, responding, and appreciating drama**

**Exposure to selective basic skills required for drama**

**Drama: Facilitating interest among students: planning and implementing activities**

**Enhancing learning through drama for children with and without special needs: strategies and adaptations**

## **SECTION C**

### **VISUAL ARTS**

**Range of art activities in visual arts**

**Experiencing, responding, and appreciating visual art**

**Exposure to selective basic skills in visual art**

**Art education: Facilitating interest among students: planning and implementing activities**

**Enhancing learning through visual art for children with and without special needs: strategies and adaptations**

## **SECTION D**

### **MEDIA AND ELECTRONIC ARTS**

**Range of art activities in media and electronic art forms**

**Experiencing, responding, and appreciating media and electronic arts**

**Exposure to selective basic skills in media and electronic arts**

**Media and electronic arts: Facilitating interest among students: planning and implementing activities**

**Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations**

### **Reference Books and Readings**

1. Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
2. Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
3. Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
4. Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York

5. Beyer, E. London. (2000). The arts, popular culture, and social change
6. Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.
7. Heller, R. (1999). Effective Leadership. DK Publishing: New York.

#### Drama & Arts in Education Activities

1. 'Hot seating' activity for historical/contemporary personalities wherein students play the role of that personality to advocate his/her opinions/ decisions/ thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh, etc)
2. Portfolio submission of the basic skills exposed in any one of the art forms of choice
3. Write a self-reflective essay on how this course on art will make you a better teacher
4. Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of classical dance forms and hold a session for the students on that. Submit a photo report of the same OR Carry out a web search on Indian sculpture and submit a brief compilation
5. Observe an art period in a special school and briefly write your reflections on it

SEMESTER - 3									
SUBJECT CODES	SUBJECT NAME	**OFFERING DEPARTMENT	*COURSE NATURE (Hard/Soft/Workshop/NTCC)	COURSE TYPE (Core/Elective / University Compulsory)	L	T	P	NO. OF CONTACT HOURS PER WEEK	NO. OF CREDITS
EDH240-T	Intervention and Teaching Strategies	EDU	HARD	CORE	3	0	0	5	4
EDH240-P	Intervention and Teaching Strategies				0	0	2		
EDH241-T	Technology and Disability	EDU	HARD	CORE	3	0	0	5	4
EDH241-P	Technology and Disability				0	0	2		
EDO242	Disability Specialization	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	4
EDO243	Main Disability Special	EDU	FIELD	CORE	0	0	0	0	4

	School		ENGAGEMENT						
EDS244	Psycho-Social and Family Issues	EDU	SOFT	CORE	1	0	2	3	2
EDW245	Reading and Reflecting on Texts	EDU	WORKSHOP	CORE	0	0	3	3	2
EDW254	Basic Research and Statistics (EPC)	EDU	WORKSHOP	CORE	0	0	3	3	2
EDW259	Inclusive Pedagogy	EDU	WORKSHOP	CORE	0	0	3	3	2
<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>					<b>7</b>	<b>0</b>	<b>15</b>	<b>22</b>	<b>24</b>

Course Title/Code	Intervention and Teaching Strategies (EDH240-T)	
Course Type	Core	
Course Nature	Hard	
L-T-P Structure	(3-0-0)	
Credits	3	
Course Objective	To understand the purpose and define the principles of educational intervention.	
CO1	To explain the Purpose and Define the Principles of Educational Intervention.	Skill Development
CO2	To understand Processing Deficit and develop Educational Intervention Plan.	Employability
CO3	To discuss the various Teaching Strategies across the Curricular Hierarchies.	Employability
CO4	To link the teaching Strategies to the curricular area	Skill Development
CO5	To provide specific strategies for Core and	Entrepreneurship

	<b>Collateral Curriculum</b>	
<b>CO6</b>	<b>To Plan Programme for Skill, Process, and Curricular Deficits.</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To explain the Purpose and Define the Principles of Educational Intervention.	1	---	1	2	---	---	---	---	---	---	---	1	3	2	2	---	---
CO 2	To understand Processing Deficit and develop Educational Intervention Plan.	---	1	1	1	---	---	1	---	1	---	2	2	3	3	2	2	1
CO 3	To discuss the various Teaching Strategies across the Curricular Hierarchies.	---	---	2	2	1	1	1	1	1	---	1	2	3	2	3	3	2
CO 4	To link the teaching Strategies to the curricular area	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1
CO 5	To provide specific strategies for Core and Collateral Curriculum	---	2	1	1	1	1	1	1	1	1	2	1	3	3	3	2	1
CO 6	To Plan Programme for Skill, Process, and Curricular Deficits.	---	1	1	2	1	1	2	2	1	1	2	3	2	3	2	3	1

## SECTION A

### CONCEPTUAL FRAMEWORK OF EDUCATIONAL INTERVENTIONS

Definition, purpose, scope, and principles of educational intervention

Curriculum intervention: gap analysis and linkages with demands of the school curriculum (Diagnostic Prescriptive Teaching)

Steps of intervention

Cascade of services and Response to Intervention

Issues and ethics in educational intervention

## SECTION B

### EDUCATIONAL INTERVENTIONS FOR PROCESSING DEFICIT

Attention: Concept, Definition, Types, Deficits and its Intervention

Perception: Concept, Definition, Types, Deficits and its Intervention

Memory: Concept, Definition, Types, Deficits and its Intervention

Thinking: Concept, Definition, Types, Deficits and its Intervention



## **Meta-cognition: Concept, Definition, Types, Deficits and its Intervention**

### **SECTION C**

#### **READING AND WRITING INTERVENTIONS**

**Principles of intervention in reading and writing**

**Strategies for developing word recognition skills, fluency, and comprehension**

**Strategies for developing handwriting, spelling, and written expression**

**Strategies for Reading and writing across the curriculum**

**Strategies for differentiation and inclusion in the classroom**

#### **INTERVENTIONS FOR MATHEMATICS**

**Principles for interventions in mathematics**

**Strategies for developing mathematical concepts**

**Strategies for developing computation, automaticity [timed tasks], and application**

**Strategies for problem-solving**

**Accommodations [Calculators, Computers] in the mainstream classroom**

### **SECTION D**

#### **INTERVENTION IN LIFE SKILLS**

**Strategies for developing Social skills**

**Strategies for developing Study skills**

**Strategies for self-assessment and advocacy**

**Strategies for soft skills [presenting self, time management, decision making]**

**Preparation for Independent Living; Career Planning, leisure, and recreation**

#### **Reference Books and Readings**

1. **National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.**
2. **Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.**

3. **Bird, R** The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
4. **Cummings, C, B** [2000] **Winning Strategies for Classroom Management Teaching, Inc**
5. **Mather N and Goldstein S** (2001). **Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.**
6. **Narayan J** (2002). **Educating children with learning problems in primary school: NIMH Secunderabad.**
7. **Pandey J, and Thapa K.** (2008). **Perspectives on learning disabilities in India: Current practices and prospects: Sage Publications, New Delhi.**
8. **Raj, F** (2010) **Breaking Through – A handbook for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub**
9. **Reddy G.L. and Rama R.** (2000) **Education of children with special needs: Discovery Pub. New Delhi**
10. **Reddy L. G., Ramaa R. and Kusuma A.** (2000) **Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers**
11. **Tomlinson, C, A.** [1999]. **The Differentiated Classroom: Responding to the Needs of All Learners. ASCD**

<b>Course Title/Code</b>	<b>Intervention and Teaching Strategies (EDH240-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To apply Teaching Strategies across the curricular hierarchies.</b>	
<b>CO1</b>	<b>To identify the need of Educational Intervention.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop educational intervention plan\tool for a given process</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop educational intervention plan\tool for a given skill</b>	<b>Employability</b>

CO	Course Statement	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6

CO 1	To identify the need of Educational Intervention.	1	---	1	2	---	---	---	---	---	---	---	1	3	2	2	---	---
CO 2	To develop educational intervention plan\tool for a given process	---	1	1	1	---	---	1	---	1	---	2	2	3	3	2	2	1
CO 3	To develop educational intervention plan\tool for a given skill	---	---	2	2	1	1	1	1	1	---	1	2	3	2	3	3	2

### Intervention and Teaching Strategies (EDH240-P)

1. Prepare an educational intervention plan\tool for a given process
2. Prepare an educational intervention plan\tool for a given skill
3. Plan a parental meet to discuss the intervention goal.
4. Collaborate with a specific subject teacher to set an intervention goal
5. Conduct a workshop for mainstream teachers on educational interventions/  
classroom Strategies

\*Field activity

### Reference Books and Readings

1. Das, J. P.: Reading difficulties and dyslexia. New Delhi.
2. Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
3. Geoff, H. Dyspraxia. (2nd ed). 2007. : Continuum International Publishing Group.
4. Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
5. Lee. S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, Ist Edition,
6. Martin, L, C . [2009]. Strategies for Teaching Students With Learning Disabilities: Corwin Press

7. Venkateswanshu, D., (2005) **Diagnosis and remediation of mathematical difficulties**, New Delhi: Neel Kamal publications

<b>Course Title/Code</b>	<b>Technology and Disability (EDH241-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(3-0-0)</b>	
<b>Credits</b>	<b>3</b>	
<b>Course Objective</b>	<b>To understand the purpose and define the principles of educational technology.</b>	
<b>CO1</b>	<b>Explain the meaning, scope and use of Technology.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Analyze the learning needs in relation to Technology</b>	<b>Employability</b>
<b>CO3</b>	<b>Understand and use the various types of technology for presenting, engaging, and evaluating</b>	<b>Employability</b>
<b>CO4</b>	<b>Discuss the trends and issues related to the use of technology</b>	<b>Skill Development</b>

<b>CO5</b>	<b>Situate self in the teaching learning process by learning the use of technology</b>	<b>Entrepreneurship</b>
<b>CO6</b>	<b>Learn about Maxims of Teaching through technology</b>	<b>Skill Development</b>

CO	Course Statement	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	
CO 1	Explain the meaning, scope and use of Technology.	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1	
CO 2	Analyze the learning needs in relation to Technology	---	2	1	1	1	1	1	1	1	1	2	1	3	3	3	2	1	
CO 3	Understand and use the various types of technology for presenting, engaging, and evaluating	---	1	1	2	1	1	2	2	1	1	2	3	2	3	2	3	1	
CO 4	Discuss the trends and issues related to the use of technology	1	---	1	2	---	---	---	---	---	---	---	1	3	2	2	---	---	
CO 5	Situate self in the teaching learning process by learning the use of technology	---	1	1	1	---	---	1	---	1	---	2	2	3	3	2	2	1	
CO 6	Learn about Maxims of Teaching through technology	---	---	2	2	1	1	1	1	1	---	1	2	3	2	3	3	2	

## SECTION A

### CONCEPT OF TECHNOLOGY

Meaning, Nature, Scope, and Significance of Technology

Types /Tools of Technology – No Tech, Low Tech, High Tech

Technology integration vs technology use in the curriculum

Assistive technology: Meaning and scope

Role & Use of AT for children with LD

### LEARNING NEEDS OF CWLD

Communication

Reading

Writing

Mathematics

Self-management

## **SECTION B**

### **ENSURING UNIVERSAL ACCESSIBILITY THROUGH TECHNOLOGY**

**Universal Accessibility: Concept, Definition & Significance**

**Universal Design for Learning and its Principles**

**Accessibility Features in PC/Laptops (Windows & i-OS)**

**Accessibility Features in Tablets, Mobiles & Smartphones (Android & i-OS)**

**Accessibility Features on Webpage / Website**

**AR and VR in Education**

## **SECTION C**

### **TECHNOLOGY FOR CLASSROOM ENGAGEMENT**

**Classroom Engagement – Meaning and Components**

**Reading, Writing & Mathematics - Talking Books, Recorder, Optical Character Recognition, Speech Recognition Systems, Alternative Writing Surfaces, Pencil Grips, Podcast, Proofreading Software, Talking Calculators, Electronic Math Worksheets, Fluidity Software**

**Organizing - Sticky Notes, Highlighter Pens, or Highlighter Tape, Graphic Organizers, Digital Organizers**

**Types of the Programme- Drill & Practice, Simulations, Games, Tutorial**

**Consideration for Selection of Programmes and Tools in an Inclusive Class**

## **SECTION D**

### **TRENDS & ISSUES IN USING TECHNOLOGY**

**Digital natives & Immigrants**

**From isolation to inclusion**

**Parent/family involvement**

**Cyber Safety**

**Evaluation of the impact of technology– Social, ethical and human**

### **Reference Books and Readings**

1. Amy G. Dell, Deborah Newton (2011). **Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (2nd Edition)**
2. Das, R.C(1992) **Educational Technology: A Basic Text New Delhi: Sterling**
3. Diane P. Bryant and Brian R. Bryant (2011): **Assistive Technology for People with Disabilities, 2nd Edition.**

4. **Joan Green (2011): The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation.**
5. **Loui Lord Nelson Ph.D. and Allison Posey (2013): Design and Deliver: Planning and Teaching Using Universal Design for Learning**
6. **Thomas G. West (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.**
7. **Timothy J. Newby & others (2010). Educational Technology for Teaching and Learning (4th Edition).**
8. **Tracey E. Hall & Anne Meyer (2012). Universal Design for Learning in the Classroom: Practical Applications.**

<b>Course Title/Code</b>	<b>Technology and Disability (EDH241-P)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Hard</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To apply educational technologies in inclusive classrooms.</b>	
<b>CO1</b>	<b>Develop a tool to assess the learning needs for instructional planning.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop low-cost material for presentation, engagement and expression.</b>	<b>Employability</b>
<b>CO3</b>	<b>To analyze the types of assistive devices used in schools</b>	<b>Employability</b>

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO</b>	<b>Develop a tool to</b>	<b>---</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>

1	assess the learning needs for instructional planning.																	
CO 2	To develop low-cost material for presentation, engagement and expression.	1	---	1	2	---	---	---	---	---	---	1	3	2	2	---	---	
CO 3	To analyze the types of assistive devices used in schools	---	1	1	1	---	---	1	---	1	---	2	2	3	3	2	2	1

**Technology and Disability (EDH241-P)**

1. **Develop a tool to assess the learning needs for planning compensatory and remedial instruction**
2. **Develop low-cost material for presentation (for teachers)**
3. **Develop low-cost material for engagement**
4. **Develop low-cost material for expression**
5. **Conduct a survey on the kind of assistive technology used in the schools for students with specific learning disability and present the findings**

**\*Field activity**

**Reference Books and Readings**

1. **Kimberly S. Voss (2005): Teaching by Design: Using Your Computer to Create Materials for Students With Learning Differences.**
2. **Sampath, K. et.al (1990) Educational Technology. NewDelhi: Sterling**
3. **Albert M. Cook Ph.D. PE and Janice Miller Polgar(2012): Essentials of Assistive Technologies**
4. **Judy Lever-Duffy & Jean McDonald (2010): Teaching and Learning with Technology (4th Edition)**



<b>Course Title/Code</b>	<b>Psycho-Social and Family Issues (EDS244-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(1-0-0)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To understand the significance of psycho-social development among children with disabilities.</b>	
<b>CO1</b>	<b>Explain the concept of psycho-social issues</b>	<b>Skill Development</b>
<b>CO2</b>	<b>Reflect on various dimensions of Psycho-social issues among children with learning disabilities</b>	<b>Employability</b>
<b>CO3</b>	<b>Understand various Family issues faced by children with LD</b>	<b>Employability</b>
<b>CO4</b>	<b>Learn the importance of intervening strategies and ways of handling issues</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Explain the concept of psycho-social issues	---	1	1	1	---	---	1	---	1	---	2	2	3	3	2	2	1
CO 2	Reflect on various dimensions of Psycho-social issues among children with learning disabilities	---	1	1	1	---	---	1	---	1	---	2	2	3	3	2	2	1
CO 3	Understand various Family issues faced by children with LD	---	---	2	2	1	1	1	1	1	---	1	2	3	2	3	3	2
CO 4	Learn the importance of intervening strategies and ways of handling issues	---	---	2	2	1	1	1	1	1	---	1	2	3	2	3	3	2

## SECTION A

### OVERVIEW OF PSYCHO-SOCIAL DOMAINS

Psychosocial domains- Meaning and components- Cognitive, Affective, Social

Stages of Psychosocial development

Psycho-social characteristics of children with LD

Manifestations of psychosocial behavior at home, school, and society

Causative factors – self and others

## SECTION B

### FAMILY DYNAMICS

Family structure and it's functioning

Parenting styles and home environment

Needs and concerns of family

Needs and concerns of the child with LD

## **SECTION C**

### **EMPOWERING PARENTS AND CWLD**

**Self-Advocacy**

**Self Help Groups and Parent Associations**

**Resource management**

**Legal provisions**

**Networking and liaising with students, parents, community and NGO's**

## **SECTION D**

**Nurturing Social-Emotional Wellbeing**

**Strategies for developing a positive self-concept**

**Social skill training**

**Stress management**

**Family counseling**

**IFSP**

### **Reference Books and Readings**

1. **Goldstein, S; Naglieri, J, A., & DeVries, M. (2011): Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment**
2. **Kelly, K& others (2006): You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder**
3. **Paley, S. 2012. Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage,**
4. **Reid, R & Lienemann, T, O: Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for Special-Needs Learners**

<b>Course Title/Code</b>	<b>Psycho-Social and Family Issues (EDS244-P)</b>															
<b>Course Type</b>	<b>Core</b>															
<b>Course Nature</b>	<b>Soft</b>															
<b>L-T-P Structure</b>	<b>(0-0-2)</b>															
<b>Credits</b>	<b>1</b>															
<b>Course Objective</b>	<b>To facilitate psycho-social development among children with disabilities in inclusive classroom.</b>															
<b>CO1</b>	<b>To observe and identify psychosocial problems among students with learning disabilities.</b>												<b>Skill Development</b>			
<b>CO2</b>	<b>To develop a tool to assess the learning needs</b>												<b>Employability</b>			

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO</b>	<b>Explain the concept of</b>	---	---	2	2	1	1	1	1	1	---	1	2	3	2	3	3	2

1	psycho-social issues																	
CO 2	Reflect on various dimensions of Psycho-social issues among children with learning disabilities	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---

**Psycho-Social and Family Issues (EDS244-P)**

1. Observe and identify psychosocial problems of any LD student of the class during the school internship programme. Give a detailed description along with the intervention performed.
2. Design a Scrapbook on news related to psycho-social and adult issues among CWLD. Analyze them and present a report with a detailed write-up.
3. Collect and compile articles from various sources and present them in class for critical analysis and understanding.
4. Develop a tool to assess the learning needs for planning compensatory and remedial instruction

**Reference Books and Readings**

1. Gunton, S(2007): Learning Disabilities (Social Issues Firsthand)
2. Hales G. .2003. Beyond Disability towards an Enabling society.
3. Hurlock, E B 2002. Developmental Psychology, Tata Mc Graw –Hill, New Delhi.

<b>Course Title/Code</b>	<b>Disability Specialization (EDO242)</b>																
<b>Course Type</b>	<b>Core</b>																
<b>Course Nature</b>	<b>Field Engagement</b>																
<b>Credits</b>	<b>4</b>																
<b>Course Objective</b>	<b>To Acquire the skill of Lesson planning focusing on adaptation, &amp; evaluation.</b>																
<b>CO1</b>	<b>To develop the skill of classroom observation.</b>											<b>Skill Development</b>					
<b>CO2</b>	<b>To demonstrate the skill of lesson planning</b>											<b>Employability</b>					
<b>CO3</b>	<b>To demonstrate the skill of IEP formulation</b>											<b>Employability</b>					
<b>CO4</b>	<b>Student teachers will learn skills of Teaching</b>											<b>Skill Development</b>					

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To develop the skill of classroom	1	1	2	2	---	2	1	1	1	---	---	2	3	1	3	---	---

	<b>observation.</b>																	
<b>CO 2</b>	<b>To demonstrate the skill of lesson planning</b>	-	-	-	3	3	-	-	-	-	---	-	-	3	3	2	2	
<b>CO 3</b>	<b>To demonstrate the skill of IEP formulation</b>	-	-	2	3	1	-	1	-	-	---	-	2	3	3	2	2	
<b>CO 4</b>	<b>Student teachers will learn skills of Teaching</b>	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1

### **SECTION A**

#### **MAJOR DISABILITY**

**Case study observation (special school)**

**Visit other special schools (special school)**

### **SECTION B**

#### **MAJOR DISABILITY**

**Lesson planning and execution on different levels for all subjects (Special School/ Resource Room)**

**Lesson planning and execution on different levels for selected subjects (Special School/ Resource Room)**

### **SECTION C**

#### **MAJOR DISABILITY**

Case study (Special School/ Resource Room)

Observation of support services (Institute/ Clinic)

**Reference Books and Readings**

1. Harwell, J, M; Jackson, R, W. [2008] **The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.**
2. Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). **Handbook of Applied Behaviour Analysis. Guilford Press, New York.**
3. Lee. S H., Harris Karen R., Graham Steve. (2003) **Handbook of Learning Disabilities, the Guilford Press, 1st Edition**

<b>Course Title/Code</b>	<b>Main Disability Special School (EDO243)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Field Engagement</b>	
<b>Credits</b>	<b>4</b>	
<b>Course Objective</b>	<b>To execute the Lessons in special schools</b>	
<b>CO1</b>	<b>To demonstrate skills related to the core values such as professionalism and time management</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To learn skills of Teaching</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop and deliver the lessons in special education and inclusive setup</b>	<b>Employability</b>
<b>CO4</b>	<b>To carryout adaptation and modification as per the need of students.</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To demonstrate skills related to the core values such as	1	1	1	2	2	2	3	1	2	1	1	3	1	1	3	1	---

	professionalism and time management																	
CO 2	To learn skills of Teaching	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1
CO 3	To develop and deliver the lessons in special education and inclusive setup	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
CO 4	To carryout adaptation and modification as per the need of students.	---	3	3	2	2	1	2	---	2	---	1	2	3	3	2	3	3

## MAJOR DISABILITY

Classroom teaching (special school for disability specialization)

Minimum 90 School Periods

### Reference Books and Readings

1. Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
2. Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, Ist Edition

Course Title/Code	Reading and Reflecting on Texts (EDW245)	
Course Type	Core	
Course Nature	Workshop	
L-T-P Structure	(0-0-3)	
Credits	2	
Course Objective	To develop interest and basic skills required to be active readers.	
CO1	Explain concept and importance of Reflection through reading especially in context of teaching profession.	Skill Development
CO2	Read and respond to a variety of texts in different ways as reader and writer.	Employability
CO3	Engage in Interactive groups discussions with respect to reading and reflection activities.	Employability
CO4	Explore different ways of developing reflective and critical thinking in personal and professional spaces.	Skill Development



CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Explain concept and importance of Reflection through reading especially in context of teaching profession.	2	2	---	3	---	1	---	2	---	---	3	---	---	---	---	---	---
CO 2	Read and respond to a variety of texts in different ways as reader and writer.	2	3	---	2	---	1	---	2	---	---	2	---	---	---	---	---	---
CO 3	Engage in Interactive groups discussions with respect to reading and reflection activities.	2	2	---	2	---	1	---	2	---	---	2	---	---	---	---	---	---
CO 4	Explore different ways of developing reflective and critical thinking in personal and professional spaces.	3	3	---	2	---	1	---	3	---	---	3	---	---	---	---	---	---

## SECTION A

### REFLECTIONS ON LITERACY

**Literacy and Current University Graduates: Status and Concerns**

**Role of Literacy in Education, Career and Social Life**

**Literacy, Thinking and Self Esteem**

**Literacy of Second Language/ English: Need and Strategies**

**Basic Braille Literacy**

### REFLECTIONS ON READING COMPREHENSION

**Practicing Responses to Text: Personal, Creative and Critical**

**Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making**

**Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies**

**Basic Understanding of Reading Comprehension of Children with Disabilities**

## **SECTION B**

### **SKILL DEVELOPMENT IN RESPONDING TO TEXT**

**Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing**

**Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)**

**Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)**

**Practicing Web Search, Rapid Reading, and Comprehensive Reading**

## **SECTION C**

### **REFLECTING UPON WRITING AS A PROCESS AND PRODUCT**

**Understanding writing as a Process: Content (Intent, Audience, and Organization)**

**Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)**

**Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment, and Spacing)**

**Practicing Self Editing and Peer Editing of Sample Texts**

**Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization, and Literary Richness**

## **SECTION D**

### **PRACTICING INDEPENDENT WRITING**

**Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories**

**Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking**

**Practicing Converting Written Information into Graphical Representation**

**Practicing Filling up Surveys, Forms, Feedback Responses, Checklists**

**Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self**

**Reference Books and Readings**

1. **Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading.* Washington, DC: National Institute of Education and the Center for the Study of Reading.**
2. **ASER report of 2015: Pratham Publication**
3. **May, F. B. (2001). *Unraveling the seven myths of reading.* Allyn and Bacon: Boston**
4. **McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading.* Heinemann Educational Books.**
5. **Tovani, C., & Keene, E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers.* Stenhouse Publishers**
6. **Soundarapandian, M. (2000). *Literacy campaign in India.* Discovery Publishing House: New Delhi.**
7. **Aulls, M. W. (1982). *Developing readers in today's elementary school.* Allyn and Bacon: Boston**
8. **Baniel, A. (2012). *Kids beyond limits.* Perigee Trade: New York**
9. **McCormick, S. (1999). *Instructing students who have literacy problems.* (3rd) Merrill: New Jersey**
10. **Ezell, H., & Justice, L. (2005). *Programmatic Research on Early Literacy: Several Key Findings.* IES 3rd Annual Research Conference: American Speech-Language & Hearing Association (ASHA).**
11. **Frank, S. (1985). *Reading without Nonsense.* Teachers College Press, New York.**
12. **Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts.* Stenhouse Publishers**
13. **Heller, R. (1998). *Communicate clearly.* DK Publishing: New York.**
14. **Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment.* High Beam**
15. **May, F. B. (1998). *Reading as communication.* Merrill: New Jersey**
16. **Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades.* Stenhouse Publishers, New York.**
17. **Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English.* Nityanutan Prakashan, Pune.**
18. **Paul, P. V. (2009). *Language and Deafness.* Jones and Bartlett: Boston**

1. **Have a peer editing of independently written essays and discuss your reflections upon this experience**
2. **Prepare a feedback form for parents and teachers focusing on differences in the two forms due to different intent and audience**
3. **Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4**
4. **Visit a book store for young children; go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills**

**\*Field activity**

<b>Course Title/Code</b>	<b>Inclusive Pedagogy (EDW259)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Workshop</b>	
<b>L-T-P Structure</b>	<b>(0-0-3)</b>	
<b>Credits</b>	<b>2</b>	
<b>Course Objective</b>	<b>To understand the meaning and need of inclusion in education</b>	
<b>CO 1</b>	<b>To understand the concept of diversity and inclusion.</b>	<b>Skill Development</b>
<b>CO 2</b>	<b>Explicate the national &amp; key international policies &amp; frameworks facilitating inclusive education.</b>	<b>Employability</b>
<b>CO 3</b>	<b>To develop the skills for adaptation and modification with respect to various disabilities.</b>	<b>Employability</b>

CO 4	<b>To apply the principles of Universal Design for Learning in teaching learning process.</b>	<b>Skill Development</b>
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CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To understand the concept of diversity and inclusion.	3	2	3	3	3	3	2	1	1	2	----	3	3	3	3	3	3
CO 2	Explicate the national & key international policies & frameworks facilitating inclusive education.	1	----	----	----	1	1	1	1	1	1	1	1	2	1	2	1	1
CO 3	To develop the skills for adaptation and modification with respect to various disabilities.	----	3	----	2	2	1	2	----	2	----	1	2	3	3	2	3	3
CO 4	To apply the principles of Universal Design for Learning in teaching learning process.	----	3	----	2	2	1	2	----	2	----	1	1	3	3	2	3	3

## SECTION A

### ICT ENABLED LEARNING

ICT Integration across Curriculum

Teacher Competency in ICT Enabled Classroom

Developing Multi-Media Instructional Plan (Pictures, Videos, Power Point Presentation)

Developing ICT Enabled Lesson Plan (Software Based)

## SECTION B

### ADDRESSING DIVERSE LEARNERS

Universal Design for Learning: Concept, Definition and Principle

Facilitating Accessibility through UDL

**Developing UDL Based Instructional Plan**

**Differentiated Instruction: Concept, Definition**

**Adaptation and Modification through Differentiated Instruction**

## **SECTION C**

### **ART INTEGRATED LEARNING**

**Art Integration: Concept Definition & Meaning**

**Basis of Art Integration: Constructivism, Gardner Theory of Multiple Intelligence**

**Developing Art Integrated Instructional Plan**

**UDL through Art Integration**

## **SECTION D**

### **COLLABORATIVE TEACHING & LEARNING**

**Collaborative Teaching: Concept Meaning and Importance**

**Teacher Competency in Collaborative Teaching and Learning**

**Types of Collaboration: Parallel Teaching, Alternate Teaching One – Teach One Assist, One Teach One Observe, Station Teaching**

**Developing Collaborative Instructional Plan (Same Pedagogy Subject, Different Pedagogy Subject)**

**Peer Mediated Instruction in an Inclusive Classroom**

### **Reference Books and Reading:**

1. **Ballard, K. (1999). *Inclusive Education*: Falmer Press**
2. ***Beyond Tokenism-A guide for teachers on how to implement inclusive education in regular class*. National Trust Publications**
3. **Jha, M.M. (2002). *School without walls: Inclusive Education for All*. Oxford: Heinemann**
4. **Kapur, M. (1997). *Mental Health in Indian Schools*. New Delhi: Sage Publications**
5. **Menon, S.M. (1990). *Psychosocial rehabilitation: Current Trends*. NIMHANS Journal, 14,4,295-305**
6. **Mohapatra, C.S.(ed.) (2004). *Disability management in India: Challenges and commitments*. New Delhi: Indian Institute of Public Administration**
7. **National Curriculum Framework (2005). *Position Paper on Education of Children with Special Needs***

8. NCERT. (2006b). *Position paper- National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT
9. RCI (2013). *Status of Disability in India*. New Delhi: Kanishka Publishers
10. Sebba. Judy, Sachdev. Darshan (1998). *What works in Inclusive Education?* Bernardo
11. UNESCO. (2009). *Policy guidelines on inclusion in education*. UNESCO

### **Inclusive Pedagogy Activities**

1. Prepare a Lesson Plan on any one School subject of your choice using ICT
- 2.
3. Prepare a Lesson Plan on any one School subject of your choice using UDL Framework
4. Prepare a Lesson Plan to incorporate Principles of UDL using ICT
5. Prepare a Lesson Plan on any one School subject of your choice through Art Integration.
6. Prepare a Lesson Plan to incorporate Principles of UDL through Art Integration
7. Prepare a Collaborative Lesson Plan for Parallel Teaching
8. Prepare a Collaborative Lesson Plan for Alternate Teaching
9. Prepare a Collaborative Instructional Plan for One Teach – One Assist
10. Prepare a Collaborative Instructional Plan for One Teach – One Observe
11. Prepare a Collaborative Instructional Plan for Station teaching
12. Prepare a Collaborative Instructional Plan for Peer Mediated Instruction

<b>SEMESTER - 4</b>									
<b>SUBJECT CODES</b>	<b>SUBJECT NAME</b>	<b>**OFFERING DEPARTMENT</b>	<b>*COURSE NATURE (Hard/Soft/Workshop/NTCC)</b>	<b>COURSE TYPE (Core/Elective / University Compulsory)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>NO. OF CONTACT HOURS PER WEEK</b>	<b>NO. OF CREDITS</b>
EDS248	Applied Behaviour Analysis	EDU	SOFT	CORE	1	0	2	3	2
MOOC	Guidance and Counseling	NPTEL	MOOC	ELECTIVE	0	0	0	0	2
MOOC	Early Childhood Care & Education				0	0	0	0	
EDS246	Guidance and Counseling	EDU	SOFT		1	0	2	3	
EDS247	Early Childhood Care & Education				1	0	2	3	

EDS249	Community Based Rehabilitation								
EDS250	Application of ICT in Classroom								
EDS251	Gender and Disability								
EDS252	Management of Learning Disability								
EDS253	Vocational Training, Transition & Job Placement	EDU	SOFT	ELECTIVE	1	0	2	3	2
EDO255	Practical-Cross disability and Inclusion	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	4
EDO256	Other Disability Special School	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	4
EDO257	Inclusive School	EDU	FIELD ENGAGEMENT	CORE	0	0	0	0	4
<b>TOTAL (L-T-P/CONTACT HOURS/CREDITS)</b>					<b>3</b>	<b>0</b>	<b>6</b>	<b>9</b>	<b>18</b>

<b>Course Title/Code</b>	<b>Guidance and Counselling (EDS246-T)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(1-0-0)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To identify various issues among students and provide need based guidance &amp; counselling to children with disabilities.</b>	
<b>CO1</b>	<b>To apply the skills of guidance and counselling in classroom situations</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To describe the process of development of self-image and self-esteem</b>	<b>Employability</b>
<b>CO3</b>	<b>To identify the types and issues of counselling and guidance in inclusive settings</b>	<b>Employability</b>



<b>CO4</b>	<b>To develop the skills of Vocational Guidance</b>	<b>Skill Development</b>
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CO	Course Statement	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6
CO 1	To apply the skills of guidance and counselling in classroom situations	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1
CO 2	To describe the process of development of self-image and self-esteem	---	2	1	1	1	1	1	1	1	1	2	1	3	3	3	2	1
CO 3	To identify the types and issues of counselling and guidance in inclusive settings	1	---	1	2	---	---	---	---	---	---	---	1	3	2	2	---	---
CO 4	To develop the skills of Vocational Guidance	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1

## SECTION A

### INTRODUCTION TO GUIDANCE AND COUNSELLING

**Guidance and Counselling: Definition and Aims**

**Areas of Guidance and Counselling**

**Core Conditions in Counselling**

**Skills and Competencies of a Counsellor**

**Role of Teacher in Guiding and Counselling Students with Special Needs**

## SECTION B

### ENHANCING SELF IMAGE AND SELF ESTEEM

**Concept of Self as Human**

**Understanding of Feelings and Changes**

**Growth to Autonomy**

**Personality Development**

**Role of Teacher in Developing Self-Esteem in Children**

## **SECTION C**

### **GUIDANCE AND COUNSELLING IN INCLUSIVE EDUCATION**

**Current Status with reference to Indian School**

**Types of Counselling: Child-Centered, Supportive, Family**

**Guidance in Formal and Informal Situations: Within and Outside Classroom**

**Group Guidance: Group Leadership Styles and Group Processes**

**Challenges in Group Guidance**

## **SECTION D**

### **VOCATIONAL GUIDANCE**

**Need and Importance of Vocational Guidance**

**Carrier counselling for children with special needs**

**Role of Teacher in Guiding and Counselling at vocational level**

### **Reference Books and Readings**

1. **Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Philippines.**
2. **Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.**
3. **Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.**
4. **Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.**

<b>Course Title/Code</b>	<b>Guidance and Counselling (EDS246-P)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To facilitate various counselling sessions for children with disabilities and their parents.</b>	
<b>CO1</b>	<b>To carryout counselling and report writing on a selected case</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To conduct parent counselling sessions</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To carryout counselling and report writing on a selected case	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1
CO 2	To conduct parent counselling sessions	---	2	1	1	1	1	1	1	1	1	2	1	3	3	3	2	1

### Guidance and Counselling (EDS246-P)

1. Counselling and report writing on a selected case
2. Simulation of a parent counselling session
3. Report of critical observation of a given counselling session

### \*Field activity

### Reference Books and Readings

1. Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
2. Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.
3. Shah, A. (2008). Basics in gGuidance and Counselling. Global Vision Publishing House.

<b>Course Title/Code</b>	<b>Early Childhood Care and Education (EDS247-T)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(1-0-0)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To facilitate the early development among children and carry out early intervention for children with disabilities.</b>	
<b>CO1</b>	<b>To explain the biological &amp; sociological foundations of early childhood education.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of</b>	<b>Employability</b>

	<b>children with disabilities.</b>	
<b>CO3</b>	<b>To design early intervention plan for children with disabilities</b>	<b>Employability</b>
<b>CO4</b>	<b>Enumerate the inclusive early education pedagogical practices.</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To explain the biological & sociological foundations of early childhood education.	---	1	1	1	---	---	1	---	1	---	2	2	3	3	2	2	1
CO 2	To describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.	---	1	1	1	---	---	1	---	1	---	2	2	3	3	2	2	1
CO 3	To design early intervention plan for children with disabilities	---	1	1	1	---	---	1	---	1	---	2	2	3	3	2	2	1
CO 4	Enumerate the inclusive early education pedagogical practices.	---	---	2	2	1	1	1	1	1	---	1	2	3	2	3	3	2

## SECTION A

### THE EARLY YEARS: AN OVERVIEW

**Facts about Early Childhood Learning & Development**

**Neural Plasticity**

**Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills**

**Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children**

**Integrating Theories of Development & Learning for Early Childhood Education**

**Curricula**

## **SECTION B**

### **DEVELOPMENT AT EARLY STAGE**

**Motor**

**Language and Communication**

**Social**

**Emotional**

**Cognitive**

## **SECTION C**

### **EARLY EDUCATION OF CHILDREN WITH DISABILITIES**

**Young Children at Risk & Child Tracking**

**Interdisciplinary Assessments & Intervention Plans**

**Developmental Systems Model for Early Intervention (Ofguralnick, 2001)**

**Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills**

**Evidenced Based Practices for Early Intervention**

## **SECTION D**

### **INCLUSIVE EARLY CHILDHOOD EDUCATIONAL (ECE) PRACTICES**

**Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)**

**Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipment, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children**

**Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning**

**Collaborating with Parents, Family Education & Developing Individualized Family Service Plan (IFSP)**

## School Readiness and Transitions

### Reference Books and Readings

1. Barbour, N., & Seefeldt, C. (1998). .Early Childhood Education. An Introduction (4<sup>th</sup> Eds). U.K: Prentice Hall.
2. Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.
3. Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
4. Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.
5. Dahlberg, G. , Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood
6. Mohanty, J., & Mohanty, B. (1999). Early Childhood Care and Education. Delhi: Offset Printers.
- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Philippines.
7. Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). Aspects of Early Childhood Education. Theory to Reserch to Practice. New York: Academic Press.
8. Spodek, B., Saracho, O.N., & Davis, M.D. (1987). Foundations of Early Childhood Education. Englewood Cliffs, New Jersey: Prentice Hall,
9. Wortham, S.C. (NK). Measurement & Evaluation in Early Childhood Education (2<sup>nd</sup> Eds.), Ohio: Merrill Prentice Hall.

<b>Course Title/Code</b>	<b>Early Childhood Care and Education (EDS247-P)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To learn and apply the principles of TLM development for children</b>	
<b>CO1</b>	<b>To develop journal on developmental milestones</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop creative teaching learning materials</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To develop journal on developmental milestones	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1
CO 2	To develop creative teaching learning materials	---	2	1	1	1	1	1	1	1	1	2	1	3	3	3	2	1

### **Early Childhood Care and Education (EDS247-P)**

- 1. Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years**
- 2. Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs**
- 3. Any other suitable activity**

**\*Field activity**

### **Reference Books and Readings**

- 1. Care and Education.(2nd Ed.). New York: Routledge Publication.**
- 2. Dopyera, M.L., & Dopyera, J. (1977). Becoming a Teacher of Young Children. New York: Random House Publications.**
- 3. Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles:Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.**
- 4. Gordon, I.J. (1972). Early Childhood Education. Chicago: Chicago University Press. Hamilton, D.S. & Flemming, (1990). Resources for Creative Teaching in Early Childhood Education (2nd Edition). Tokyo: Harcourt Brace Jovanvich.**
- 5. Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.**
- 6. Hilderbrand, V. (1991). Introduction to Earcly Childhood Education. New York: MacMillan Publishing**
- 7. Klausmeir, H.J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory. New York: Academic Press.**
- 8. Krogh, S.L., & Slentz, K. (2001). Early Childhood Education, Yesterday, Today & Tomorrow. London: Lawrence Erlbaum Associates Publishers.**



<b>Course Title/Code</b>	<b>Applied Behaviour Analysis (EDS248-T)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(1-0-0)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To understand the significance of psycho-social development among children with disabilities.</b>	
<b>CO1</b>	<b>To explain the Purpose and Define the Principles of Applied Behaviour Analysis</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To classify Adaptive and Maladaptive Behaviours</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop a conceptual understanding of learning theory and their applications</b>	<b>Employability</b>

<b>CO4</b>	<b>To apply various strategies to manage challenging behaviours</b>	<b>Skill Development</b>
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CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To explain the Purpose and Define the Principles of Applied Behaviour Analysis	1	---	1	2	---	---	---	---	---	---	---	1	3	2	2	---	---
CO 2	To classify Adaptive and Maladaptive Behaviours	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1
CO 3	To develop a conceptual understanding of learning theory and their applications	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1
CO 4	To apply various strategies to manage challenging behaviours	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1

## SECTION A

### INTRODUCTION TO APPLIED BEHAVIOUR ANALYSIS (ABA)

**Principles of Behavioural Approach**

**ABA - Concept, and Definition**

**Assumptions of ABA – Classical and Operant Conditioning**

**Behaviour- Definition and Feature**

## SECTION B

### ASSESSMENT OF BEHAVIOUR

**Assessment of Adaptive Behaviour**

**Assessment of Maladaptive Behaviour**

**Selection Criteria for Target Behaviour**

## **Functional Analysis of Behaviour, Behaviour Recording Systems**

### **SECTION C**

#### **STRATEGIES FOR POSITIVE BEHAVIOUR SUPPORT**

##### **Selection of Behavioural Goals**

##### **Reinforcement**

- **Types: Positive and Negative, Primary and Secondary**
- **Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable**

##### **Interval**

##### **Discrete Trial Teaching**

- **Discriminative Stimulus - Characteristics**
- **Response**
- **Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal**
- **Consequence - Characteristics**
- **Inter-Trial Interval**

##### **Application of ABA in Group Setting**

- **Negotiation and contract**
- **Token economy**
- **Response cost**
- **Pairing and fading**

##### **The leadership role of the teacher in promoting positive behaviour**

### **SECTION D**

#### **MANAGEMENT OF CHALLENGING BEHAVIOUR**

##### **Differential Reinforcements of Behaviour**

##### **Extinction and Time Out**

##### **Response Cost and Overcorrection**

##### **Maintenance**

##### **Generalization and Fading**

##### **Reference Books and Readings**

1. **Aune, B., Burt, B., & Gennaro, P. (2013). Behaviour Solutions for the Inclusive Classroom. Future Horizons Inc, Texas.**

2. **Kearney, A. J. (2007). Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers, and Other Professionals. Jessica Kingsley, Philadelphia.**
3. **Lewis, P. (2006). Achieving Best Behaviour for Children with Developmental Disabilities. Jessica Kingsley Publishers London.**
4. **Moyes, R.A. (2002). Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom. Jessica Kingsley Publishers London.**

<b>Course Title/Code</b>	<b>Applied Behaviour Analysis (EDS248-P)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To apply various ABA methods in teaching and learning environments</b>	
<b>CO1</b>	<b>To assess and analyze Adaptive and Maladaptive Behaviour</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop IEP for managing Adaptive and Maladaptive Behaviours</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To assess and analyze Adaptive and Maladaptive Behaviour	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1
CO 2	To develop IEP for managing Adaptive and Maladaptive Behaviours	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1

### Applied Behaviour Analysis (EDS248-P)

1. Observation and functional analysis of the behaviour of a given case.
2. Development of ABA program for management of a challenging behaviour

\*Field activity

### Reference Books and Readings

1. Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.
2. Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*. Pearson Publications.
3. Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). *Handbook of Applied Behaviour Analysis*. Guilford Press, New York.

<b>Course Title/Code</b>	<b>Community Based Rehabilitation (EDS249-T)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(1-0-0)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To understand the significance of psycho-social development among children with disabilities.</b>	
<b>CO1</b>	<b>To explain the concept, principles, and scope of community-based rehabilitation.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To apply the strategies for promoting public participation in CBR</b>	<b>Employability</b>

<b>CO3</b>	<b>To apply suitable methods for preparing persons with disability for rehabilitation within the community.</b>	<b>Employability</b>
<b>CO4</b>	<b>To provide need-based training to persons with disabilities.</b>	<b>Skill Development</b>

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	<b>To explain the concept, principles, and scope of community-based rehabilitation.</b>	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1
<b>CO 2</b>	<b>To apply the strategies for promoting public participation in CBR</b>	---	2	1	1	1	1	1	1	1	1	2	1	3	3	3	2	1
<b>CO 3</b>	<b>To apply suitable methods for preparing persons with disability for rehabilitation within the community.</b>	---	1	1	2	1	1	2	2	1	1	2	3	2	3	2	3	1
<b>CO 4</b>	<b>To provide need-based training to persons with disabilities.</b>	1	---	1	2	---	---	---	---	---	---	---	1	3	2	2	---	---

## **SECTION A**

### **INTRODUCTION TO COMMUNITY BASED REHABILITATION (CBR)**

**Concept and Definition of CBR**

**Principles of CBR**

**Difference between CBR and Institutional Living**

**Socio-cultural and Economic Contexts of CBR**

**Scope and Inclusion of CBR in Government Policies and Programs**

## **SECTION B**

### **PREPARING COMMUNITY FOR CBR**

**Awareness Program-Types and Methods**

**Advocacy - Citizen and Self**

**Focus Group Discussion**

**Family Counselling and Family Support Groups**

**CBR and Corporate Social Responsibility**

## **SECTION C**

### **PREPARING PERSONS WITH DISABILITY FOR CBR**

**School Education: Person Centered Planning, and Peer Group Support**

**Development of Self Determination and Self**

**Management Skills**

**Community Related Vocational Training**

**Skill Training for Living within Community**

**Community Based Employment and Higher Education**

## **SECTION D**

### **TRANSITION OF PERSONS WITH DISABILITY**

**Transition: Definition, Need and Scope**

**Vocational Assessment**

**Individual Transition Plan**

## **Reference Books and Readings**

1. **Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.**
2. **Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances,- Ministry of Social Welfare, Govt. of India, New Delhi.**
3. **Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.**
4. **WHO. (1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)**

5. WHO. (1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

<b>Course Title/Code</b>	<b>Community Based Rehabilitation (EDS249-P)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To identify the community needs and design intervention services in the field of rehabilitation</b>	
<b>CO1</b>	<b>To provide exposure to Community Based Rehabilitation Programme</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To conduct community awareness programs</b>	<b>Employability</b>



CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To provide exposure to Community Based Rehabilitation Programme	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	1
CO 2	To conduct community awareness programs	---	2	1	1	1	1	1	1	1	1	2	1	3	3	3	2	1

### Community Based Rehabilitation (EDS249-P)

1. Visit an ongoing CBR program and write a report on its efficacy
2. Organize a community awareness program
3. Conduct a focus group discussion on a selected disability issue with school/ college students

**\*Field activity**

### Reference Books and Readings

1. McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
2. Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
3. Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.

Course Title/Code	Application of ICT in Classroom (EDS250-T)	
Course Type	Elective	
Course Nature	Soft	
L-T-P Structure	(1-0-0)	
Credits	1	
Course Objective	To gauge the varying dimensions in respect of ICT and Applications in Special and Inclusive Education.	
CO1	To understand the dimensions of ICT and Applications in Education	Skill Development

<b>CO2</b>	<b>To delineate the special roles of ICT Applications</b>	<b>Employability</b>
<b>CO3</b>	<b>To acquire familiarity with different modes of Computer-Based Learning</b>	<b>Employability</b>
<b>CO4</b>	<b>To analyze the learning needs in relation to Technology</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To understand the dimensions of ICT and in Applications Education	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	3
CO 2	To delineate the special roles of ICT Applications	---	2	1	1	1	1	1	1	1	1	2	1	3	3	3	2	3
CO 3	To acquire familiarity with different modes of Computer-Based Learning	1	---	1	2	---	---	---	---	---	---	---	1	3	2	2	---	3
CO 4	To analyze the learning needs in relation to Technology	---	2	1	1	1	1	1	1	1	1	2	1	3	3	3	2	3

## SECTION A

### INFORMATION COMMUNICATION TECHNOLOGY (ICT) AND SPECIAL EDUCATION

**Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'**

**Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)**

**Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy**

**Three as of ICT Application—Access, Availability, Affordability**

**Overview of WCAG (Web Content Access Guidelines)**

## **SECTION B**

### **USING MEDIA AND COMPUTERS**

**Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education**

**Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print**

**Computer as a Learning Tool: Effective Browsing of the Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources**

**Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning**

**E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities**

## **SECTION C**

### **VISUALISING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS**

**Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme**

**Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions**

**Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects**

**Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing**

**Identifying and Applying Software for Managing Disability Specific problems**

## **SECTION D**

### **DEVELOPING LESSONS USING ICT FOR DIFFERENT DISABILITIES**

**Developmental Disabilities**

**Hearing Impairment**

**Locomotor Disabilities**

**Visual Impairment**

**Any Other**

### Reference Books and Readings

1. **Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.**
2. **Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press.**
3. **Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study,**
4. **Thomas G. West (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.**

<b>Course Title/Code</b>	<b>Application of ICT in Classroom (EDS250-P)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To assess the learning needs and facilitate the learning through ICT based resources.</b>	
<b>CO1</b>	<b>To develop ICT based Teaching &amp; Learning materials</b>	<b>Skill Development</b>

<b>CO2</b>	<b>To create lesson plans based upon the principles of UDL using ICT</b>	<b>Employability</b>
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CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To develop ICT based Teaching & Learning materials	1	1	1	2	---	1	1	2	1	1	2	2	3	2	3	2	3
CO 2	To create lesson plans based upon the principles of UDL using ICT	---	2	1	1	1	1	1	1	1	1	2	1	3	3	3	2	3

### Applications of ICT in Classroom (EDS250-P)

1. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
2. Prepare a PPT by inserting photos and videos on a topic of your choice
3. Create a lesson based upon the principles of UDL using ICT

### Reference Books and Readings

1. Loui Lord Nelson Ph.D. and Allison Posey (2013): Design and Deliver: Planning and Teaching Using Universal Design for Learning
2. Timothy J. Newby & others (2010). Educational Technology for Teaching and Learning (4th Edition).
3. Tracey E. Hall & Anne Meyer (2012). Universal Design for Learning in the Classroom: Practical Applications.

<b>Course Title/Code</b>	<b>Gender and Disability (EDS251-T)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(1-0-0)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To understand the significance of disability and its impact on different genders.</b>	
<b>CO1</b>	<b>To develop an understanding of human rights based approach in context of disability.</b>	<b>Skill Development</b>

<b>CO2</b>	<b>To explain the impact of gender on disability</b>	<b>Employability</b>
<b>CO3</b>	<b>To describe the personal and demographic perspectives of gender and disability.</b>	<b>Employability</b>
<b>CO4</b>	<b>To describe the personal and demographic perspectives of gender and disability.</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To develop an understanding of human rights based approach in context of disability.	2	1	2	2	3	1	3	2	2	2	2	3	3	2	3	2	---
CO 2	To explain the impact of gender on disability	2	2	2	3	2	1	2	2	3	3	3	1	3	3	3	2	---
CO 3	To describe the personal and demographic perspectives of gender and disability.	2	2	1	2	1	2	3	2	1	2	2	3	3	3	2	3	---
CO 4	To describe the personal and demographic perspectives of gender and disability.	2	1	1	2	2	3	2	1	2	2	3	1	3	2	2	3	---

## SECTION A

### HUMAN RIGHT-BASED APPROACH AND DISABILITY

#### Human Rights-Based Approach: Concept and History

#### Principles of Human Rights-Based Approach

- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law

#### Elements of Human Rights System

- Legal Framework

- **Institutions**
- **Development Policies & Programs**
- **Public Awareness**
- **Civil Society**

**Advantage of Human Rights-Based Approach**

## **SECTION B**

### **IMPLICATIONS OF HUMAN RIGHT BASED APPROACH FOR DISABILITY**

- **Empowerment**
- **Enforceability**
- **Indivisibility**
- **Participation**

## **SECTION C**

### **GENDER AND DISABILITY**

**Sex & Gender: Concept & Difference**

**Impairment & Disability: Concept & Difference**

**Gendered Experience of Disability**

- **Public Domain: School and Outside School**
- **Private and Familial Domain**
- **Normalization and Social Role Valorisation**

**Gender and Disability Analysis: Techniques and Strategies**

**Psyche and Gender: Implications for Teaching**

## **SECTION D**

### **WOMEN AND GIRL CHILD WITH DISABILITY**

**Inclusive Equality**

- **Access to Family Life**
- **Access to Education, Vocational Training and Employment**
- **Access to Political Participation**

**Factors Contributing to Disability**

- **Gender-Based Violence in School and Within Family**
- **Traditional Practices**

**Sexual and Reproductive Health**

## Teacher's Role in Promoting Gender Equality

### Gender Critique of Legislation, Government Policy and Schemes

#### Reference Books and Readings

1. Beeghley, L. (1999). **Angles of Vision: How to Understand Social Problems**, West View Press.
2. Habib, L. A. (1997). **Gender and Disability: Women's Experiences in the Middle East**. Oxfam, UK.
3. Ridgeway, C. L. (2011). **Framed by Gender: How Gender Inequality Persists in the Modern World**. Oxford University Press.
4. Samuels, E. (2014). **Fantasies of Identification: Disability, Gender, Race**. NYU Press, USA.
5. Smith, B. G., & Hutchison, B. (2013). **Gendering Disability**. Rutgers University Press, New Jersey.
6. Treas, J., & Drobnic, S. (2010). **Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective**, Stanford University Press.

<b>Course Title/Code</b>	<b>Gender and Disability (EDS251-P)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(0-0-2)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To intervene and empower women/girl with disabilities.</b>	
<b>CO1</b>	<b>To assess and analyze the issues of women with disabilities</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To evaluate the acts/policies for women with disabilities with respect to current scenario.</b>	<b>Employability</b>



CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To assess and analyze the issues of women with disabilities	2	2	2	3	2	1	2	2	3	3	3	1	3	3	3	2	---
CO 2	To evaluate the acts/policies for women with disabilities with respect to current scenario.	2	1	1	2	2	3	2	1	2	2	3	1	3	2	2	3	---

### Gender and Disability (EDS251-P)

1. Study the case of a woman with disability and submit a report
2. Review selected paper/s authored by women with disability
3. Conduct a gender analysis of a selected disability Act/Policy

\*Field activity

### Reference Books and Readings

1. Hans, A. (2015). Disability, Gender and the Trajectories of Power. Sage Publications Pvt. Ltd.
2. Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.
3. O'Brien, J., & Forde, C. (2008). Tackling Gender Inequality, Raising Pupil Achievement, Dunedin Academic.
4. Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality, Atlantic Economic Journal, Vol. 38, No. 4.

<b>Course Title/Code</b>	<b>Management of Learning Disability (EDS252-T)</b>	
<b>Course Type</b>	<b>Elective</b>	
<b>Course Nature</b>	<b>Soft</b>	
<b>L-T-P Structure</b>	<b>(1-0-0)</b>	
<b>Credits</b>	<b>1</b>	
<b>Course Objective</b>	<b>To discuss concept, causes, types, characteristics of learning disabilities and its associated conditions.</b>	
<b>CO1</b>	<b>To explain the concept, causes and characteristics of learning disabilities</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To discuss different types of learning</b>	<b>Employability</b>

	<b>disabilities and its associated conditions</b>	
<b>CO3</b>	<b>To understand and use the various types of technology for presenting, engaging, and evaluating</b>	<b>Employability</b>
<b>CO4</b>	<b>To develop teacher made assessment test in curricular areas</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To explain the concept, causes and characteristics of learning disabilities	1	1	1	2	---	2	1	1	1	---	---	2	3	1	3	---	---
CO 2	To discuss different types of learning disabilities and its associated conditions	1	2	2	2	---	1	2	1	2	1	---	2	3	2	1	1	---
CO 3	To understand and use the various types of technology for presenting, engaging, and evaluating	---	---	2	2	2	1	3	1	1	1	---	3	2	2	1	2	3
CO 4	To develop teacher made assessment test in curricular areas	---	---	1	2	1	---	2	3	1	1	1	3	1	1	2	2	1

## SECTION A

### LEARNING DISABILITIES: TYPES

Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.

Non-verbal learning disabilities

Language Disorders

Associated Conditions: ADHD & ADD

Emotional & Behavioral problems.

## SECTION B

### ASSESSMENT OF BASIC CURRICULAR SKILLS

**Assessment of Readiness Skills**

**Assessment of Reading, Writing and Math skills**

**Teacher made test**

**Standardized Tests: Need, Types & Purpose**

**Interpretation of Test report**

## **SECTION C**

### **INTERVENTION STRATEGIES IN BASIC SKILLS OF LEARNING**

**Language skills**

**Reading**

**Writing**

**Arithmetic skills**

**Study skills**

## **SECTION D**

### **FUNCTIONAL ASSESSMENT**

**Motor**

**Language and Communication**

**Social**

**Emotional**

**Cognitive**

### **Reference Books and Readings**

1. **Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4<sup>th</sup> ed). Pearson. New Jersey**
2. **Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey**
3. **Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York**
4. **Martin, L, C.( 2009). Strategies for teaching students with learning disabilities. Corwin Press,California**

5. Myklebust, H.( 1983). **Progress in Learning Disabilities**, Guene and Stratton – New York.
6. McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). **Dyslexia across languages. (orthography and the brain-gene-behavior link )** Baltimore. Paul H. Brookes.
7. Prakash, P. (2008). **Education of exceptional children: challenges and stratrgies**. Kanishka publishers, New Delhi.
8. Reddy, G.L., & Ramar, R.( 2000). **Education of children with special needs**, New Delhi – Discovery Pub.
9. Reid, K. (1988). **Teaching the Learning Disabled**, Allyn and Bacon, Baston.
10. Shula, C. (2000). **Understanding children with language problems**. Cambridge, New York.Aune, B., Burt, B., & Gennaro, P. (2013). **Behaviour Solutions for the Inclusive Classroom**. Future Horizons Inc, Texas.
11. Thapa, K. (2008). **Perspectives on learning disabilities in India. (current practices and prospects)**. Sage Publication, Los Angeles.
12. Trusdell M. L., & Horowitz, I. W. (2002). **Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3<sup>rd</sup> rev ed)** Maryland. York Press.
13. Wong, B., & Butler, D. L. (2012). **Learning about learning disabilities. (4th ed.)** Amsterdam. Elsevier Academic Press.

<b>Course Title/Code</b>	<b>Management of Learning Disability (EDS252-P)</b>
<b>Course Type</b>	<b>Elective</b>
<b>Course Nature</b>	<b>Soft</b>
<b>L-T-P Structure</b>	<b>(0-0-2)</b>
<b>Credits</b>	<b>1</b>
<b>Course Objective</b>	<b>To screen out children with learning disabilities in an inclusive classroom</b>

<b>CO1</b>	<b>To develop TMTs to assess various domains and curricular areas</b>	<b>Employability</b>
<b>CO2</b>	<b>To describe and differentiate among different types of learning disabilities.</b>	<b>Employability</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To develop TMTs to assess various domains and curricular areas	1	2	2	2	---	1	2	1	2	1	---	2	3	2	1	1	---
CO 2	To describe and differentiate among different types of learning disabilities.	---	---	2	2	2	1	3	1	1	1	---	3	2	2	1	2	1

### Management of Learning Disability (EDS252-P)

1. Prepare of checklist for screening LD
2. Develop teacher made assessment test in any one curricular area for a given child
3. Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

### Reference Books and Readings

1. Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
2. Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley & Sons,Ltd. London.
3. Gribben, M.( 2012). The study skills toolkit for students with dyslexia. Sage Pub. London
4. Karanth, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi

<b>Course Title/Code</b>	<b>Vocational Training, Transition and Job Placement (EDS253-T)</b>
<b>Course Type</b>	<b>Elective</b>
<b>Course Nature</b>	<b>Soft</b>
<b>L-T-P Structure</b>	<b>(1-0-0)</b>
<b>Credits</b>	<b>1</b>
<b>Course Objective</b>	<b>Develop an understanding of vocational education &amp; its relevance for Persons with Disabilities</b>

<b>CO1</b>	<b>To develop an understanding of vocational education &amp; its relevance for PWD's.</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To carry out vocational assessment and make vocational training plan</b>	<b>Employability</b>
<b>CO3</b>	<b>To plan for transition from School to job</b>	<b>Employability</b>
<b>CO4</b>	<b>To facilitate PWD's in making choice of vocational trades</b>	<b>Skill Development</b>

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	<b>To develop an understanding of vocational education &amp; its relevance for PWD's.</b>	2	2	---	3	---	1	---	2	2	1	1	3	1	1	3	1	---
<b>CO 2</b>	<b>To carry out vocational assessment and make vocational training plan</b>	2	3	---	2	---	1	---	2	2	1	1	3	2	2	2	2	---
<b>CO 3</b>	<b>To plan for transition from School to job</b>	2	2	---	2	---	1	---	2	1	2	---	1	3	3	2	3	---
<b>CO 4</b>	<b>To facilitate PWD's in making choice of vocational trades</b>	3	3	---	2	---	1	---	3	2	---	1	2	3	3	2	3	---

## **SECTION A**

### **FUNDAMENTALS & ASSESSMENT OF VOCATIONAL REHABILITATION**

**Definition, meaning and scope of Vocational Education**

**Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment**

**Approaches and models of Vocational training**

## **SECTION B**

## **VOCATIONAL ASSESSMENT**

**Evaluation of Generic skills & Specific job skills using various tools**

**Vocational Assessment Programming System-VAPS**

**Approaches & Principles of vocational assessment**

## **SECTION C**

### **VOCATIONAL TRANSITION & CURRICULUM PLANNING**

**Concept, meaning, importance of transition**

**Vocational transition models**

**Transitional Planning at pre-vocational & post-vocational level**

**Development of Individualized Vocational Transitional Plan**

**Development of Vocational Curriculum**

## **SECTION D**

### **PROCESS OF VOCATIONAL REHABILITATION & PLACEMENT**

**Types of Employment Settings**

**Process of Job Placement & Creation of Need-based Employment Settings**

**Adaptations, Accommodation, Safety Skills and First Aid**

**Self-Advocacy & Self Determination Skill Training**

**Equal opportunities and attitudes towards persons with disabilities**

### **Reference Books and Readings**

1. McDonnell, J., & Hardman, M.L.(2010). **Successful Transition Programs Pathways for Students With Intellectual and Developmental Disabilities**, Sage Publications, Los Angeles.
2. Kutty, A.T., & Rao, L.G, (2001). **Transition of Persons with Mental Retardation from School to Work – A Guide**, NIMH Publications, Secunderabad.

3. **Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.**
4. **Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York**  
**Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4<sup>th</sup> ed). Pearson. New Jersey**

<b>Course Title/Code</b>	<b>Vocational Training, Transition and Job Placement (EDS253-P)</b>
<b>Course Type</b>	<b>Elective</b>
<b>Course Nature</b>	<b>Soft</b>
<b>L-T-P Structure</b>	<b>(0-0-2)</b>
<b>Credits</b>	<b>1</b>



<b>Course Objective</b>	<b>To identify vocational needs and design vocational curriculum for individual with disabilities</b>	
<b>CO1</b>	<b>To administer any vocational assessment tool</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To plan for transition from School to Vocational Jobs</b>	<b>Employability</b>

CO	Course Statement	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6
CO 1	To administer any vocational assessment tool	2	2	---	3	---	1	3	3	3	2	2	3	3	1	3	3	3
CO 2	To plan for transition from School to Vocational Jobs	2	2	---	2	---	1	3	1	2	1	1	3	1	1	3	1	---

**Vocational Training, Transition and Job Placement (EDS253-P)**

1. **Developing curriculum on any vocational skill**
2. **Administering any vocational assessment tool**
3. **Visit to any vocation Institution**

**\*Field activity**

**Reference Books and Readings**

1. **Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.**
2. **Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.**
3. **Wehmeyer, M. L. (2007). Promoting Self-Determination in Students with Developmental Disabilities, Guilford Press, Washington.**

<b>Course Title/Code</b>	<b>Basic Research and Statistics (EDW254)</b>
<b>Course Type</b>	<b>Core</b>
<b>Course Nature</b>	<b>Workshop</b>
<b>L-T-P Structure</b>	<b>(0-0-3)</b>
<b>Credits</b>	<b>2</b>

<b>Course Objective</b>	<b>To develop an understanding of the research process and acquire competencies for conducting a research.</b>	
<b>CO1</b>	<b>To describe the concept and relevance of research in education and special education</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To develop tools for conducting research</b>	<b>Employability</b>
<b>CO3</b>	<b>To identify the problem and formulate hypothesis</b>	<b>Employability</b>
<b>CO4</b>	<b>To develop skills for data analysis</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To describe the concept and relevance of research in education and special education	---	---	1	2	1	2	3	3	3	2	2	3	3	1	3	3	---
CO 2	To develop tools for conducting research	---	---	1	2	1	2	3	3	3	2	2	3	3	1	3	3	---
CO 3	To identify the problem and formulate hypothesis	1	1	1	3	1	2	3	3	3	2	2	3	3	1	3	3	---
CO 4	To develop skills for data analysis	1	1	1	2	1	2	3	3	3	2	2	3	3	1	3	3	---

## SECTION A

### INTRODUCTION TO RESEARCH

#### Scientific Method

#### Research: Concept and Definition

#### Application of Scientific Method in Research

#### Purpose of Research

#### Research in Education and Special Education

## **SECTION B**

### **TOOLS AND TYPES OF RESEARCH**

#### **Types of Research**

- **Basic/Fundamental**
- **Applied**
- **Action**

#### **Tools of Research: Tests, Questionnaire, Checklist and Rating Scale**

#### **Action Research in Teaching Learning Environment**

#### **Professional Competencies for Research**

## **SECTION C**

### **PROCESS OF RESEARCH**

- **Selection of Problem**
- **Formulation of Hypothesis**
- **Collection of Data**
- **Analysis of Data & Conclusion**

## **SECTION D**

### **MEASUREMENT AND ANALYSIS OF DATA**

#### **Scale for measurement: Nominal, Ordinal, Interval and Ratio**

#### **Organization of data: Array, Grouped distribution**

#### **Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation**

#### **Correlation: Product Moment and Rank Order Correlation**

#### **Graphic representation of data**

#### **Reference Books and Readings**

1. **Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India New Delhi.**
2. **Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.**
3. **Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.**

4. **Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.**
5. **Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.**
6. **Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.**
7. **Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.**
8. **Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.**

**Basic Research and Statistics Activities (EDW254-P)**

1. **Develop a teacher made test for a given subject matter**
2. **Develop a questionnaire/checklist**
3. **Develop an outline for conducting action research**
4. **Any other**

**\*Field activity**

<b>Course Title/Code</b>	<b>Cross Disability and Inclusion (EDO255)</b>	
<b>Course Type</b>	<b>Core</b>	
<b>Course Nature</b>	<b>Field Engagement</b>	
<b>Credits</b>	<b>4</b>	
<b>Course Objective</b>	<b>To develop skills of Lesson Planning and Execution</b>	
<b>CO1</b>	<b>To demonstrate skills related to the core values such as professionalism and time management</b>	<b>Skill Development</b>

<b>CO2</b>	<b>To learn skills of Teaching</b>	<b>Employability</b>
<b>CO3</b>	<b>To develop and deliver the lessons in special education and inclusive setup</b>	<b>Employability</b>
<b>CO4</b>	<b>To carry out adaptation and modification as per the need of students</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To demonstrate skills related to the core values such as professionalism and time management	1	1	1	2	2	2	3	1	2	1	1	3	1	1	3	1	---
CO 2	To learn skills of Teaching	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1
CO 3	To develop and deliver the lessons in special education and inclusive setup	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
CO 4	To carry out adaptation and modification as per the need of students	---	3	3	2	2	1	2	---	2	---	1	2	3	3	2	3	3

## SECTION A

### COMMUNICATIVE PERSPECTIVE (ANGANWADI, GRAM PANCHAYAT)

Community work/ Tour (Rural / Semi-Urban)

Visit Report

## SECTION B

**ANY DISABILITY**

**Collaborative Teaching (Resource Room/ Home Based/ Inclusive School)**

**10 Lessons**

**SECTION C**

**ANY DISABILITY**

**Case study 2 – Individualized (Special School for other disabilities/ Resource Room/ Inclusive Schools/ Home Based)**

**20 Lessons**

**SECTION D**

**ANY DISABILITY**

**Group Teaching (Inclusive School)**

**20 Lessons**

**Reference Books and Readings**

1. Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). Handbook of Applied Behaviour Analysis. Guilford Press, New York.
2. Lee, S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1st Edition
3. Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.

<b>Course Title/Code</b>	<b>Other Disability Special School (EDO256)</b>
<b>Course Type</b>	<b>Core</b>
<b>Course Nature</b>	<b>Field Engagement</b>
<b>Credits</b>	<b>4</b>
<b>Course Objective</b>	<b>To develop skills of IEP planning and execution</b>

<b>CO1</b>	<b>To identify various disabilities</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To carry out adaptations and modifications as per needs of CWSN</b>	<b>Employability</b>
<b>CO3</b>	<b>To create IEPs and lesson plans</b>	<b>Employability</b>
<b>CO4</b>	<b>To learn skills of Teaching in a special school</b>	<b>Skill Development</b>

CO	Course Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	To identify various disabilities	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1
CO 2	To carry out adaptations and modifications as per needs of cwsn	---	3	3	2	2	1	2	---	2	---	1	2	3	3	2	3	3
CO 3	To create IEPs and lesson plans	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
CO 4	To learn skills of Teaching in a special school	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1

#### **OTHER THAN MAJOR DISABILITY**

**Classroom-Teaching (special school for other disabilities)**

**Minimum 180 School Periods**

#### **Reference Books and Readings**

1. Harwell, J, M; Jackson, R, W. [2008] **The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.**
2. Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). **Handbook of Applied Behaviour Analysis. Guilford Press, New York.**

<b>Course Title/Code</b>	<b>Inclusive School (EDO257)</b>
<b>Course Type</b>	<b>Core</b>
<b>Course Nature</b>	<b>Field Engagement</b>
<b>Credits</b>	<b>4</b>
<b>Course Objective</b>	<b>To develop skills of planning and designing group lesson plans</b>

<b>CO1</b>	<b>To identify the needs of children with disability</b>	<b>Skill Development</b>
<b>CO2</b>	<b>To plan and implement group teaching lessons</b>	<b>Employability</b>
<b>CO3</b>	<b>To carry out Adaptation and modification as per need of the child</b>	<b>Employability</b>
<b>CO4</b>	<b>To carryout evaluation of the lessons.</b>	<b>Skill Development</b>

<b>CO</b>	<b>Course Statement</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	<b>To identify the needs of children with disability</b>	---	1	1	2	2	---	2	1	2	1	1	3	2	2	2	2	1
<b>CO 2</b>	<b>To plan and implement group teaching lessons</b>	---	---	3	3	3	2	---	3	1	2	---	1	3	3	2	3	3
<b>CO 3</b>	<b>To carry out Adaptation and modification as per need of the child</b>	---	3	3	2	2	1	2	---	2	---	1	2	3	3	2	3	3
<b>CO 4</b>	<b>To carryout evaluation of the lessons.</b>	1	1	1	2	2	2	3	1	2	1	1	3	1	1	3	1	---

## **ANY DISABILITY**

**Classroom-Teaching (Inclusive School)**

**Minimum 180 School Periods**

### **Reference Books and Readings**

- 1. Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.**
- 2. Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). Handbook of Applied Behaviour Analysis. Guilford Press, New York.**