

# University of Rajasthan Jaipur

## SYLLABUS

**Bachelor of Education – Special Education  
(Mental Retardation)  
B.Ed. Spl. Ed. (MR)**

### Two Year - Semester Scheme

<b>I &amp; II Semester</b>	<b>2018-19,</b>
<b>III &amp; IV Semester</b>	<b>2019-20</b>

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# Bachelor of Education - Special Education (Mental Retardation) Programme

## I. PREAMBLE

Both, Indian society (and hence) the Indian school system are full of strengths and challenges the essence of which is diversity. Coming together with diverse background is part of our growing up and functioning in the society as adults. But how are the classrooms which are known to be miniature societies and future societies handling this coming together currently? This is one of the key questions waiting to be addressed at macro as well as micro level today. As we take the credit (and pride) of managing some of the obviously visible diversities quite well, it is high time that we move on to dealing with lesser visible diversities in classrooms. Various subtle diversities are waiting to be identified by classroom teachers if not by theorists and experts – dealing with these will come only after acknowledging them systematically. Diversities related to learning styles, multiple intelligences, personality profiles or study habits are a few of the factors yet to take their due places in classroom activities. Similarly diversity of abilities and hence of the related educational needs, too are waiting to be addressed properly in Indian classrooms.

With this backdrop the current B. Ed. Special Education curriculum is revisited. After a lot of brainstorming this curriculum has been developed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right based and barrier free environment. It is in tune with the reforms in Indian education and teacher education system in general with specific reference to NCTE Notification of December 2014. It intends to place teacher education preparation in special education in the rights- perspective of the larger picture. *The prime intention is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.*

This document proposes the program structure for the duration of two years so that a wide range of knowledge and skills can be inculcated in trainee teachers during the program. Difference in philosophies and theories between special and general education need to be bridged and special educators and teachers trained to collaborate to meet diverse needs in the classroom. The program structure readies them for embarking on a fulfilling professional journey spurred by reflection and practices. Moving away from 'show and tell' to 'learning by doing', the course will be skill oriented, and offer various opportunities of interaction with self, students, schools and communities.

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills.

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Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialize in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and general teachers needs to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfill the global objective of EDUCATION FOR ALL.

## II. OBJECTIVES

The B.Ed. Spl. Ed. (MR) programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and this being teachers for all children. After completing the B.Ed. (Special Education) programme the student-teachers will:

- a) Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- b) Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
- c) Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- d) Enhance knowledge and skills for professional development.

## III. NOMENCLATURE

Nomenclature of B.Ed. Special Education programmes should be as per UGC Notification of 2009 and 2014 and the new nomenclature will be B.Ed.Spl.Ed. (Mental Retardation).

## IV. ELIGIBILITY FOR ADMISSION

(a) Candidates with at least fifty percent marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

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## V. ADMISSION

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in entrance examination or any other selection process as per policy of the State Government / per University.

## VI. DURATION OF THE COURSE

The duration of the Course is two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

## VII. WORKING DAYS & ATTENDANCE

The programme will be conducted for at least 200 working days each year exclusive of the period of examination and admission.

The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of Student-Teachers shall have to be 80% for all course work & practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

## VIII. PROGRAMME PATTERN

The university has developed programme on Semester basis and proposed 2000 marks in view of disability specific specialization as per RCI guideline.

## IX. PASSING MINIMUM

Minimum 50% marks are essential in all courses for passing in the programme (Grace Marks as per University norms).

## X. TRANSITORY REGULATIONS

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ regulations. Candidates not appearing at the examinations or failing shall take the examinations subsequently according to the changed syllabus/ regulations/ as per University norms.

## XI. FACULTY-STUDENT RATIO

The faculty-student ratio in the area of B.Ed.Spl.Ed. may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum of 30 students may be admitted for the B.Ed.Spl.Ed. programme.

## XII. FACULTY NORMS

As per RCI norms

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### **XIII. CERTIFICATION AS A REGISTERED PROFESSIONAL**

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

*The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.*

### **XIV. AWARD OF DEGREE**

The University of Rajasthan will award degree in Bachelor of Education Special Education Mental Retardation / Intellectual Disability (MR/ID).

While issuing degree certificate, the Universities are advised to clearly spell out the area of specialization and mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities)

### **XV. NATURE OF EVALUATION**

Internal & External as per University norms; RCI as Statutory body recommends that the (i) cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system, and

(ii) Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

### **XVI. GENERAL FRAMEWORK OF THE COURSE**

The programme is planned on the Choice Based Credit System (CBCS). *According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.* RCI also recommends practical work for each theory course besides these contact hours including self study, assignments, etc. That may involve same number of hours as are the contact hours specified for each course.

The Programme structure has three sets of courses:

1. Core courses in every semester
2. Elective course which can be chosen from pool of papers in order to:
  - a. Support the discipline of study
  - b. Provide an expanded scope
  - c. Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)
  - d. Nurturing student proficiency/skills
3. Elective Foundation courses are value-based

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RCI will follow the 10-point grading system following letter grades recommended by the UGC2 as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

- A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
- For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.
- The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce, etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE, etc.) of the relevant disciplines.

*RCI as a Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.*


#### Duration

The programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

Year 1- 16-18 weeks for two semesters + 2 weeks in summer

Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

  
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## XVII. PROGRAMME STRUCTURE

### STRUCTURE FOR 2 YEARS

Code	Area	Courses	Credits
A	THEORY: Core courses	5	20
B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	12
C	THEORY: Disability Specialization Courses	5	18
D	THEORY: Enhancing Professional Capacities (EPC) / Professional Development Courses	3	06
E	Practical related to disability	2	12
F	Field Engagement /School Internship	3	12
		24	80

Each theory course (A, B, C, D) will have up to 5 units. Each practical course (E1 and E2) will have 4 units. Each field Engagement/internship (F1, F2 and F3) will have 2 units. All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

#### Specialisation offered (with specific reference to Area C)

The B. Ed. Spl. Ed. programme is offered in following specializations:

#### I. Mental Retardation/ Intellectual Disability (MR/ID)

#### AREA A: CORE COURSES

A1	Human Growth & Development
A2	Contemporary India and Education
A3	Learning, Teaching and Assessment
A4	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART I : Science (Special Reference to Disability)
	PART II: Mathematics (Special Reference to Disability)
	PART III: Social Studies (Special Reference to Disability)
A5	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART IV: Hindi / Regional Language (Special Reference to Disability)
	PART V: English (Special Reference to Disability)

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## AREA B: CROSS DISABILITY AND INCLUSION

**Note:**


- a. All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability *other than selected for Area C.*
- b. Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide *other than specialization area* of MR /ID
- c. *In case of student-teachers with disability; the choice of two optional courses from B-10 or B- 11 can be on case to case basis (e.g. Student-teachers with VI and HI may opt for courses that are appropriate for them across/only from B10 & B11).*

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities ( CP, MD)
B10	Skill Based Optional Course (Cross Disability and Inclusion) ANY ONE
a	Guidance and Counselling
b	Early Childhood Care & Education
c	Applied Behavioural Analysis
d	Community Based Rehabilitation
e	Application of ICT in Classroom
f	Gender and Disability
g	Braille and Assistive Devices
B11	Skill Based Optional Course (Disability Specialization) ANY ONE
a	Orientation & Mobility
b	Communication Options: Oralism
c	Communication Options: Manual (Indian Sign Language)
d	Augmentative and Alternative Communication
e	Management of Learning Disability
f	Vocational Rehabilitation & Transition to Job Placement

## AREA C: DISABILITY SPECIALIZATION COURSES

Institutions / Organizations offering B.Ed. Spl. Ed. are expected to decide on Specific Disability Area for Specialization of MR / ID

C12	Assessment and Identification of Needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

  
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**AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)**

(Wherever applicable specific reference to disability will be focused)


D17	Reading and Reflecting on Texts
D18	Drama and Art in Education / Performing and Visual Arts
D19	Basic Research & Basic Statistic

**AREA E: PRACTICAL RELATED TO DISABILITY**

E1	Cross disability and inclusion (Part of Area B)
E2	Disability specialization (Part of Area C)

**AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP**

F1	Main disability special school (Related to Area C)
F2	Other disability special school (Related to Area B)
F3	Inclusive school (Related to Area B & C)

  
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## XV. SEMESTER WISE SCHEME OF COURSES

### SEMESTER - I

Course Code	Course title	Credits	Total Hours	Internal Marks	External Marks	Total Marks
A1	Human Growth & Development	4	60	20	80	100
A2	Contemporary India and Education	4	60	20	80	100
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	2	30	10	40	50
B8	Introduction to Neuro Developmental Disabilities (LD, MR /ID, ASD)	2	30	10	40	50
B9	Introduction to Loco motor & Multiple Disabilities ( CP, MD)	2	30	10	40	50
C12	Assessment and Identification of Needs	4	60	20	80	100
E1	Practical: Cross disability and inclusion	2	60	50	Nil	50
<b>Total</b>		<b>20</b>	<b>330</b>	<b>140</b>	<b>360</b>	<b>500</b>

Engagement with field as part of courses indicated below:

Sl. No.	Task for the Student-teachers	Course	Place
1	Assignment / Project	A1	Institute
2	Assignment / Project	A2	Institute
3	Assignment / Assessment and Identification of Needs	C12 (All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours

### SEMESTER - II

Course Code	Course title	Credits	Total Hours	Internal Marks	External Marks	Total Marks
A3	Learning, Teaching and Assessment	4	60	20	80	100
A4	Pedagogy of Teaching (Special Reference to Disability) Any one	4	60	20	80	100
A5	Pedagogy of Teaching (Special Reference to Disability) Any one	4	60	20	80	100
B6	Inclusive Education	2	30	10	40	50
C13	Curriculum Designing, Adaptation and Evaluation	4	60	20	80	100
E2	Practical: Disability specialization	2	60	25	25	50
<b>Total</b>		<b>20</b>	<b>330</b>	<b>115</b>	<b>385</b>	<b>500</b>

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Engagement with field as part of courses indicated below:

Sl. No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	B6	Institute
3	Assignment / Project / Presentation	C13	Institute/ Special/ Inclusive School
4	Assignment / Project / Presentation	A4/A5	

### SEMESTER – III

Course Code	Course title	Credits	Total Hours	Internal Marks	External Marks	Total Marks
C14	Educational Intervention and Teaching Strategies	4	60	20	80	100
C15	Technology and Disability	4	60	20	80	100
C16	Psycho Social and Family Issues	2	30	10	40	50
D17	Reading and Reflecting on Texts	2	30	10	40	50
D18	Drama and Art in Education / Performing and Visual Arts	2	30	10	40	50
E2	Practical: Disability specialization	4	120	50	50	100
F1	Main disability special school (Related to Area C)	4	120	50	50	100
<b>Total</b>		<b>22</b>	<b>450</b>	<b>170</b>	<b>380</b>	<b>550</b>

Engagement with field as part of courses indicated below:

Sl. No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	C14	Institute
2	Assignment / Project / Presentation	C15	Institute
3	Assignment / Project / Presentation	C16	Institute
4	Assignment / Project / Presentation	D17	Institute/ Special
5	Assignment / Project / Presentation	D18	Institute/ Special

  
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## SEMESTER – IV

Course Code	Course title	Credits	Total Hours	Internal Marks	External Marks	Total Marks
B10	Skill Based Optional Course (Cross Disability and Inclusion) ANY ONE	2	30	10	40	50
B11	Skill Based Optional Course (Disability Specialization) ANY ONE	2	30	10	40	50
D19	Basic Research & Basic Statistic	2	30	10	40	50
E1	Practical: Cross disability and inclusion	4	120	50	50	100
F2	Other disability special school	4	120	50	50	100
F3	Inclusive school	4	120	50	50	100
<b>Total</b>		<b>18</b>	<b>450</b>	<b>180</b>	<b>270</b>	<b>450</b>

**Engagement with field as part of courses as indicated below:**

Sl. No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B10	Institute
2	Assignment / Project / Presentation	B11	Institute/ Special
3	Assignment / Project / Presentation	D19	Institute/ Special

## XVI. SCHEME AND DETAILS OF ASSESSMENT OF THEORY COURSES

The performance of the candidates in each of the theory courses shall be evaluated through internal assessment and semester end assessment.

### 1. Internal Assessment

Internal Assessment will be on the basis of continuous evaluation as indicated in item # VI. The weight age of Internal Assessment will be 20 % of the total marks of each course.

**Internal Assessment for Papers A1, A2, A3, A4, A5, C12, C13, C14 & C15 (20 Marks)**

- a) Average of two class tests 10 Marks
- b) Written test 10 marks

**Internal Assessment for Papers B6, B7, B8, B9, B10, B11, C16, D17, D18 & D19 (10 Marks)**

- a) Average of two class tests 05 Marks
- b) Written test 05 marks

### 2. Semester End Assessment

Semester End Assessment will be on the basis of performance in the semester end written examinations. The weight age of semester end assessment will be 80% of the total marks of each course.

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**Question Paper Pattern for Papers A1, A2, A3, A4, A5, C12, C13, C14 & C15: 3 hrs. (80 Marks)**

- a) 03 essay answer questions of 10 marks out of 06 questions say 500 words.  
(03 x10 = 30 marks)
- b) 05 short answer questions of 06 marks out of 10 questions say 200 words.  
(05 x06 = 30 marks)
- c) 10 very short answer questions 02 marks each. One word/one sentence/max 30 words.  
(10 x02 = 20 marks)

**Question Paper Pattern for Papers B6, B7, B8, B9, B10, B11, C16, D17, D18 & D19: 2 hrs. (40 marks)**

- a) 02 essay answer questions of 10 marks out of 04 questions say 500 words.  
(02 x10 = 20 marks)
- b) 02 short answer questions of 06 marks out of 04 questions say 200 words.  
(02 x06 = 12 marks)
- c) 04 very short answer questions 02 marks each. One word/one sentence/max 30 words.  
(04 x02 = 08 marks)

  
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# PRACTICUM: MR/ID

## Semester – I

**E 1: Cross disability & inclusion**  
**Credits: 02**

**Hours: 60**  
**Marks: 50**

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

*Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).*

*Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/ services being provided in the Resource room/ Home based education or vice versa with other disability*

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## Semester – II

**E 2: Disability Specialization**  
**Credits: 02**

**Hours: 60**  
**Marks: 50**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	IEP	ID	Special School	25	Develop IEP for 1 Student with ID at Primary level.
1.2	Lesson Planning and Teaching	ID	Special School	10	10 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	5	5 lessons (Demonstration of Micro teaching Skills)
1.4	<b>Macro Teaching</b> A. Lesson planning and Teaching for subjects selected a. Languages b. Non Languages	General	General	10	10 lessons (5 in each Subject)
	B. Lesson planning and Teaching focusing on adaptation, evaluation a. Languages b. Non Languages	General	General	10	10 lessons (5 in each Subject)

*Note: Schedule for practical for E-1 shall be included in the time table (minimum eleven working days may be allocated). Skill for micro teaching shall be selected with reference to Major Disability.*

  
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## Semester – III

**E 2: Disability Specialization**  
Credits: 04

**Hours: 120**  
**Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	IEP	ID	Special School	30	Develop IEP for 1 Student with ID at Secondary / Pre Vocational Level
1.2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room / Inclusive School	40	10 lessons
	b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages	ID	Resource Room / Inclusive School	30	10 lessons
1.3	School Sensitization on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10	-----
1.4	Observation of support Services	Major Disability	Institute / Clinic	10	Depending on the specialization

A suggestive framework is given below:

Areas	Disability Specialization (E-2)
Pedagogy Subject 1	Semester –III (8 days- 40 Hrs)
Pedagogy Subject 2	Semester-III ( 30 Hrs spread across 5 days)
School Sensitization	Semester-III ( 2 days-10 Hrs)
Observation of support services	Semester-III ( 2 days-10 Hrs)

  
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**F1: Main Disability Special School**  
**Credits: 04**

**Hours: 120**  
**Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	<p>Classroom Teaching Across all class levels and Curricular Domains</p> <p><i>Class Levels</i>            a. ECSE,            b. Pre-Primary            c. Primary            d. Secondary            e. Prevocational</p>	ID	Special schools for ID	<p>Minimum 30 lessons</p> <p>05 - Personal            05 - Social,            10 - Functional Academics,            05 - Occupational,            05 - Recreational</p>

*Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:*

Micro Teaching	Semester- II (1 day- 5 Hrs)
Macro Teaching	Semester- II (20 hrs – Spread across 5 days)
Lesson Planning & Teaching in Special School	Semester- II (20 hrs – Spread across 5 days)
F-1 School Attachment/ Internship (Special School)	Semester- II (24 days-120 Hrs)

*Note: Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the college.*

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## Semester - IV

**E 1: Cross Disability & Inclusion**  
Credits: 04

**Hours: 120**  
**Marks: 100**

Sl. No	Task for the Student-teachers	Disability Focus	Educational Setting	Hrs.	No. of Lessons
1.1	Classroom observation	Other than ID	Special School for other disabilities	05	Observation of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive School	05	Observation of all subjects at different level, minimum 15 school periods
1.2	a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special School for other disabilities / Resource Room	30	10 lessons (05 Languages & 05 Non Languages)
			Inclusive School	30	10 lessons (05 Languages & 05 Non Languages)
1.3	a. Individualized Teaching lesson on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special School for other disabilities	25	10 lessons (05 Languages & 05 Non Languages)
	b. Individualized Teaching lessons a. Languages b. Non Languages		Resource Room / Inclusive School	25	10 lessons (05 Languages & 05 Non Languages)

**Area F2: Other Disability Special School**  
Credits: 04

**Hours: 120**  
**Marks: 100**

Sl. No	Task for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Special School for other disabilities	Minimum 25 Lesson

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*Dy. Registrar*  
Academic  
University of Rajasthan, Jaipur

**Area F3: Inclusive School**  
**Credits: 04**

**Hours: 120**  
**Marks: 100**

Sl. No	Task for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 25 Lesson

*Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:*

Areas	Disability Specialization and No. of Days
Classroom Observation	Semester -IV (2 days- 10Hrs)
Pedagogy Subject 1 & 2	Semester-IV ( 60 Hrs spread across 12 days)
Individualized Teaching Lessons	Semester-IV ( 50 hrs spread across 10 days)
Observation of support services	Semester-IV ( 2days-10 Hrs)
F2- Attachment/Internship	Semester-IV (24 days)
F3- Attachment/Internship	Semester-IV (24 days)

  
**D.Y. Registrar**  
**Academic**  
**University of Rajasthan, Jaipur**

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