UNIVERSITY OF RAJASTHAN
JAIPUR

Curriculum Framework

Bachelor of Education – Special Education
(Mental Retardation)

B.Ed. Spl. Ed. (MR)

Norms, Regulations & Course Content

Two year Duration – Semester Scheme(I, II, III & IV)

Session – 2020-21, 2021-22
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. 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

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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.

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.

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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

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)

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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

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>O (Outstanding)</td>
<td>10</td>
</tr>
<tr>
<td>A+ (Excellent)</td>
<td>9</td>
</tr>
<tr>
<td>A (Very Good)</td>
<td>8</td>
</tr>
<tr>
<td>B+ (Good)</td>
<td>7</td>
</tr>
<tr>
<td>B (Above Average)</td>
<td>6</td>
</tr>
<tr>
<td>C (Average)</td>
<td>5</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>4</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>0</td>
</tr>
<tr>
<td>Ab (Absent)</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 1: Grades and Grade Points

a. A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
b. 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.
c. 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.

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d. 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.

XVII. PROGRAMME STRUCTURE

STRUCTURE FOR 2 YEARS

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

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)

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## AREA A: CORE COURSES

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

## 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).

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

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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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>C12</td>
<td>Assessment and Identification of Needs</td>
</tr>
<tr>
<td>C13</td>
<td>Curriculum Designing, Adaptation and Evaluation</td>
</tr>
<tr>
<td>C14</td>
<td>Intervention and Teaching Strategies</td>
</tr>
<tr>
<td>C15</td>
<td>Technology and Disability</td>
</tr>
<tr>
<td>C16</td>
<td>Psycho Social and Family Issues</td>
</tr>
</tbody>
</table>

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>D17</td>
<td>Reading and Reflecting on Texts</td>
</tr>
<tr>
<td>D18</td>
<td>Drama and Art in Education / Performing and Visual Arts</td>
</tr>
<tr>
<td>D19</td>
<td>Basic Research &amp; Basic Statistic</td>
</tr>
</tbody>
</table>

AREA E: PRACTICAL RELATED TO DISABILITY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Cross disability and inclusion (Part of Area B)</td>
</tr>
<tr>
<td>E2</td>
<td>Disability specialization (Part of Area C)</td>
</tr>
</tbody>
</table>

AREA F: FIELD ENGAGEMENT/SCHOOL ATTACHMENT/INTERNSHIP

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>Main disability special school (Related to Area C)</td>
</tr>
<tr>
<td>F2</td>
<td>Other disability special school (Related to Area B)</td>
</tr>
<tr>
<td>F3</td>
<td>Inclusive school (Related to Area B &amp; C)</td>
</tr>
</tbody>
</table>

XV. SEMESTER WISE SCHEME OF COURSES

SEMESTER – I

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

Total 20 330 140 360 500

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Engagement with field as part of courses indicated below:

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

**SEMESTER – II**

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

**Total**  
20  
330  
115  
385  
500

Engagement with field as part of courses indicated below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Task for the Student-teachers</th>
<th>Course</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assignment / Project / Presentation</td>
<td>A3</td>
<td>Institute</td>
</tr>
<tr>
<td>2</td>
<td>Assignment / Project / Presentation</td>
<td>B6</td>
<td>Institute</td>
</tr>
<tr>
<td>3</td>
<td>Assignment / Project / Presentation</td>
<td>C13</td>
<td>Institute / Special / Inclusive School</td>
</tr>
<tr>
<td>4</td>
<td>Assignment / Project / Presentation</td>
<td>A4/A5</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER – III**

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

**Total**  
22  
450  
170  
380  
550

---

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engagement with field as part of courses indicated below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Task for the Student-teachers</th>
<th>Course</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assignment / Project / Presentation</td>
<td>C14</td>
<td>Institute</td>
</tr>
<tr>
<td>2</td>
<td>Assignment / Project / Presentation</td>
<td>C15</td>
<td>Institute</td>
</tr>
<tr>
<td>3</td>
<td>Assignment / Project / Presentation</td>
<td>C16</td>
<td>Institute</td>
</tr>
<tr>
<td>4</td>
<td>Assignment / Project / Presentation</td>
<td>D17</td>
<td>Institute/ Special</td>
</tr>
<tr>
<td>5</td>
<td>Assignment / Project / Presentation</td>
<td>D18</td>
<td>Institute/ Special</td>
</tr>
</tbody>
</table>

**SEMESTER – IV**

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

Engagement with field as part of courses as indicated below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Task for the Student-teachers</th>
<th>Course</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assignment / Project / Presentation</td>
<td>B10</td>
<td>Institute</td>
</tr>
<tr>
<td>2</td>
<td>Assignment / Project / Presentation</td>
<td>B11</td>
<td>Institute/ Special</td>
</tr>
<tr>
<td>3</td>
<td>Assignment / Project / Presentation</td>
<td>D19</td>
<td>Institute/ Special</td>
</tr>
</tbody>
</table>

**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

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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.

Question Paper Pattern for Papers A1, A2, A3, A4, A5, C12, C13, C14 & C15: 3 hrs. (80 Marks)
   a) 03 essay answer questions of 12 marks out of 06 questions say 500 words.
      (03 x 12 = 36 marks)
   b) 04 short answer questions of 07 marks out of 08 questions say 200 words.
      (04 x 07 = 28 marks)
   c) 08 very short answer questions 02 marks each. One word/one sentence/max 30 words.
      (08 x 02 = 16 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 x 10 = 20 marks)
   b) 02 short answer questions of 06 marks out of 04 questions say 200 words.
      (02 x 06 = 12 marks)
   c) 04 very short answer questions 02 marks each. One word/one sentence/max 30 words.
      (04 x 02 = 08 marks)

PRACTICUM: MR/ID
Semester – I

E 1: Cross disability & inclusion
Credits: 02

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

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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.

Semester – II

E 2: Disability Specialization

Credits: 02

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

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

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Tasks for the Student-teachers</th>
<th>Disability Focus</th>
<th>Educational Setting</th>
<th>Hrs (60)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>IEP</td>
<td>ID</td>
<td>Special School</td>
<td><strong>30</strong></td>
<td>Develop IEP for 1 Student with ID at Secondary / Pre Vocational Level</td>
</tr>
</tbody>
</table>
| 1.2     | a. Lesson planning and execution on different levels for all subjects  
          | b. Lesson planning and execution on different levels for selected subjects  
          |                   | ID               | Resource Room / Inclusive School | **40** | 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:

<table>
<thead>
<tr>
<th>Areas</th>
<th>Disability Specialization (E-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy Subject 1</td>
<td>Semester –III (8 days- 40 Hrs)</td>
</tr>
<tr>
<td>Pedagogy Subject 2</td>
<td>Semester-III ( 30 Hrs spread across 5 days)</td>
</tr>
<tr>
<td>School Sensitization</td>
<td>Semester-III ( 2 days-10 Hrs)</td>
</tr>
<tr>
<td>Observation of support services</td>
<td>Semester-III ( 2 days-10 Hrs)</td>
</tr>
</tbody>
</table>

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### F1: Main Disability Special School

**Credits:** 04  
**Hours:** 120  
**Marks:** 100

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

**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:

<table>
<thead>
<tr>
<th>Micro Teaching</th>
<th>Semester- II (1 day- 5 Hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macro Teaching</td>
<td>Semester- II (20 hrs – Spread across 5 days)</td>
</tr>
<tr>
<td>Lesson Planning &amp; Teaching in Special School</td>
<td>Semester- II (20 hrs – Spread across 5 days)</td>
</tr>
<tr>
<td>F-1 School Attachment/ Internship (Special School)</td>
<td>Semester- II (24 days-120 Hrs)</td>
</tr>
</tbody>
</table>

**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**

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

**Area F2: Other Disability Special School**

**Credits: 04**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Task for the Student-teachers</th>
<th>Disability Focus</th>
<th>Set up</th>
<th>No. of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom Teaching</td>
<td>Any Disability</td>
<td>Special School for other disabilities</td>
<td>Minimum 25 Lesson</td>
</tr>
</tbody>
</table>

**Area F3: Inclusive School**

**Credits: 04**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Task for the Student-teachers</th>
<th>Disability Focus</th>
<th>Set up</th>
<th>No. of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom Teaching</td>
<td>Any Disability</td>
<td>Inclusive School</td>
<td>Minimum 25 Lesson</td>
</tr>
</tbody>
</table>

---

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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:

<table>
<thead>
<tr>
<th>Areas</th>
<th>Disability Specialization and No. of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observation</td>
<td>Semester –IV (2 days- 10Hrs)</td>
</tr>
<tr>
<td>Pedagogy Subject 1 &amp; 2</td>
<td>Semester-IV ( 60 Hrs spread across 12 days)</td>
</tr>
<tr>
<td>Individualized Teaching Lessons</td>
<td>Semester-IV ( 50 hrs spread across 10 days)</td>
</tr>
<tr>
<td>Observation of support services</td>
<td>Semester-IV ( 2days-10 Hrs)</td>
</tr>
<tr>
<td>F2- Attachment/Internship</td>
<td>Semester-IV (24 days)</td>
</tr>
<tr>
<td>F3- Attachment/Internship</td>
<td>Semester-IV (24 days)</td>
</tr>
</tbody>
</table>

**AREA - A**

**CORE COURSES**

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

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HUMAN GROWTH & DEVELOPMENT

Course Code: A 1  
Contact Hours: 60  
Credit: 04  
Marks: 100

Introduction

This course exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

Objectives

After studying this course the student-teachers will be able to

- Explain the process of development with special focus on infancy, childhood and adolescence.
- Critically analyze developmental variations among children.
- Comprehend adolescence as a period of transition and threshold of adulthood.
- Analyze different factors influencing child development.

Unit 1: Approaches to Human Development

1.1 Human development as a discipline from infancy to adulthood
1.2 Concepts and Principles of development
1.3 Developing Human Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
1.4 Nature vs Nurture
1.5 Domains (Physical, Sensory-perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development

2.1 Cognitive & Social-cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
2.2 Psychosocial Theory (Erikson)
2.3 Psychoanalytic Theory (Freud)
2.4 Ecological Theory (Bronfrenbrenner)
2.5 Holistic Theory of Development (Steiner)

Unit 3: The Early Years (Birth to Eight Years)

3.1 Prenatal development: Conception, stages and influences on prenatal development
3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
3.3 Milestones and variations in Development
3.4 Environmental factors influencing early childhood development
3.5 Role of play in enhancing development

Unit 4: Early Adolescence (From nine years to eighteen years)

4.1 Emerging capabilities across domains of physical and social emotional
4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
4.3 Issues related to puberty

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4.4 Gender and development
4.5 Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

5.1 Psychological well-being
5.2 Formation of identity and self-concept
5.3 Emerging roles and responsibilities
5.4 Life Skills and independent living
5.5 Career Choices

Engagement with the field as part of course as indicated below

Hands on Experience

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

Suggested Readings


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CONTEMPORARY INDIA AND EDUCATION

Course Code: A2
Contact Hours: 60
Credit: 04
Marks: 100

Introduction
This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

Objectives
After completing this course the student-teachers will be able to

- Explain the history, nature and process and Philosophy of education.
- Analyse the role of educational system in the context of Modern Ethos.
- Understand the concept of diversity.
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.

Unit 1: Philosophical Foundations of Education

1.1 Education: Concept, definition and scope
1.2 Agencies of Education: School, family, community and media
1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism
1.4 Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)
1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: Understanding Diversity

2.1 Concept of Diversity
2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
2.3 Diversity in learning and play
2.4 Addressing diverse learning needs
2.5 Diversity: Global Perspective

Unit 3: Contemporary Issues and Concerns

3.1 Universalisation of School Education, Right to Education and Universal Access
3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

Unit 4: Education Commissions and Policy (School Education)

4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

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4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Unit 5: Issues and Trends in Education

5.1 Challenges of education from preschool to senior secondary
5.2 Inclusive education as a rights based model
5.3 Complementarity of inclusive and special schools
5.4 Language issues in education
5.5 Community participation and community based education

Some Suggested Activities on contemporary issues

- Comparative study of different settings
- Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
- Educational debates and movements
- First generation learners
- Children with disabilities
- Inclusive education
- RTE act in the context of disadvantaged
- Linguistic and religious diversity
- Human rights, minority rights
- Educational status of various groups
- Special and inclusive schools
- Analysis of contemporary debates

Essential Readings


Suggested Readings


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  - http://www.mkgandhi.org/speeches/speechMain.htm

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University of Rajasthan
Jaipur
LEARNING, TEACHING AND ASSESSMENT

Course Code: A 3 Credits: 04
Contact Hours: 60 Marks: 100

Introduction
This Course will initiate student-teachers to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PwD as Learner and their special education needs that teacher needs to address in diverse education settings.

Objectives
After completing this course the student-teachers will be able to

- Comprehend the theories of learning and intelligence and their applications for teaching children
- Analyse the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Situate self in the teaching learning process
- 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.

Unit 1: Human Learning and Intelligence
1.1 Human learning: Meaning, definition and concept formation
1.2 Learning theories:
   Behaviourism: Pavlov, Thorndike, Skinner
   Cognitivism: Piaget, Bruner
   Social Constructivism: Vygotsky, Bandura
1.3 Intelligence:
   Concept and definition
   Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
1.4 Creativity: Concept, Definition and Characteristics
1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation
2.1 Sensation: Definition and Sensory Process
2.2 Attention: Definition and Affecting Factors
2.3 Perception: Definition and Types
2.4 Memory, Thinking, and Problem Solving
2.5 Motivation: Nature, Definition and Maslow’s Theory

Unit 3: Teaching Learning Process
3.1 Maxims of Teaching
3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
3.3 Stages of Learning: Acquisition, Maintenance, Generalization
3.4 Learning Environment: Psychological and Physical
3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System
4.1 Assessment: Conventional meaning and constructivist perspective
4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference

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4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
4.4 Formative and summative evaluation, Curriculum Based Measurement
4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Unit 5: Assessment: Strategies and Practices

5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
5.2 Typology and levels of assessment items: Multirole choice, open ended and close ended; direct, indirect, inferential level
5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
5.5 School examinations: Critical review of current examination prácüces and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

Engagement with the field as part of course as indicated below:
I. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
II. Preparation of Self study report on individual differences among learners
III. Prepare a leaflet for parents on better emotional management of children
IV. Compilation of 5 CBM tools from web search in any one school subject
V. Team presentation of case study on assessment outcome used for pedagogic decisions
VI. Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

Essential Readings


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Suggested Readings


PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4 (Part I) Credits: 04

Contact Hours: 60 Marks: 100

Introduction

The course will help the student-teachers to generate their student's interest for learning science and develop a scientific attitude. It is designed to equip the student-teachers to teach science using innovative methods, techniques and teaching learning material to students with & without disabilities.

Objectives

After completing the course the student-teachers will be able to

• Explain the role of science in day to day life and its relevance to modern society.
• Describe the aims and objectives of teaching science at school level.
• Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
• Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
• Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

Unit 1: Nature and Significance of Science

1.1 Nature, Scope, Importance and Value of Science
1.2 Science As An Integrated Area of Study
1.3 Science and Modern Indian Society: Relationship of Science and Society
1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
1.5 Role of Science for Sustainable Development

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Unit 2: Planning for Instruction

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School

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

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

2.4 Unit Planning - Format of A Unit Plan

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

Unit 3: Approaches and Methods of Teaching Sciences

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

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

3.3 Project Method and Heuristic Method

3.4 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

3.5 Constructivist Approach and its Use in Teaching Science

Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)

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

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

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

4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

5.1 Evaluation- Concept, Nature and Need

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

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical/Field Engagement/Project Work

Any one of the following

I. Pedagogical analysis of a unit from Science content.

II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.

III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.

IV. Construction of a diagnostic test for unit along with a remedial plan.

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V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas

VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.

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Suggested Readings

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4 (Part II)  
Credits: 04
Contact Hours: 60  
Marks: 100

Introduction
The course will help the student-teachers to generate their student’s interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & withought disabilities.

Objectives
After completing the course the student-teachers will be able to

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different methods of teaching Mathematics.
- Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Unit 1: Nature of Mathematics
1.1 Meaning, Nature, Importance and Value of Mathematics
1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics
1.3 Historical Development of Notations and Number Systems
1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
1.5 Perspectives on Psychology of Teaching and Learning of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

Unit 2: Objectives and Instructional Planning in Mathematics
2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
2.2 Bloom’s Objectives of Educational Objectives and Writing Objectives in Behavioural Terms
2.3 Lesson Planning- Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
2.4 Unit Planning – Format of A Unit Plan

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2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc.

Unit 3: Strategies for Learning and Teaching Mathematics

3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
3.2 Learning By Exposition: Advanced Organizer Model
3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project
3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities
4.3 Bulletin Boards and Mathematics Club
4.4 Abacus, Cussinorlae Rods, Fractional Discs, Napier Strips
4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

6.1 Assessment and Evaluation- Concept, Importance and Purpose
6.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
6.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
6.4 Preparation of Diagnostic and Achievement Test
6.5 Adaptations in Evaluation Procedure for Students With Disabilities

Practical/Field Engagement/Project Work

Any one of the following

I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities
III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan
V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Transactions

Lecture cum demonstration, Workshops and Seminars

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Essential Readings


Suggested Readings


PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 4 (Part III)  
Credits: 04  
Marks: 100

Contact Hours: 60

Introduction
This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

Objectives
After completing the course the student-teachers will be able to

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• Explain the concept, nature and scope of social science.
• Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
• Develop skills in preparation and use of support materials for effective social science teaching.
• Develop the ability to organize co-curricular activities and community resources for promoting social science learning.

Unit I: Nature of Social Sciences
1.1 Concept, scope and nature of social science
1.2 Difference between social sciences and social studies
1.3 Aims and objectives of teaching social science at school level
1.4 Significance of social science as a core subject
1.5 Role of social science teacher for an egalitarian society

Unit II: Curriculum and Instructional Planning
2.1 Organization of social science curriculum at school level
2.2 Instructional Planning: Concept, need and importance
2.3 Unit plan and Lesson plan: need and importance
2.4 Procedure of Unit and Lesson Planning
2.5 Adaptation of unit and lesson plans for children with disabilities

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

Unit IV: Evaluation of Learning in Social Science
4.1 Purpose of evaluation in social science
4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio
4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
4.4 Construction of teacher made test
4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner
5.1 Being a reflective practitioner- use of action research
5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science
5.3 Case study- Need and Importance for a School Teacher

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5.4 Development of a Professional Portfolio/Teaching Journal
5.5 Competencies for teaching Social science to children with disabilities

Transaction

The student-teachers should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

Course Work/Practical/Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools

Essential Readings


Suggested Readings


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Jaipur
PEDAGOGY OF TEACHING HINDI

Course Code: A 5 (Part IV)  
Contact Hours: 60 (60 घंटे)  
Credits: 04  
Marks: 100

पाद्यक्रम के उद्देश्य — प्रस्तुत पाद्यक्रम द्वारा विद्यार्थियों इस योग्य होंगे कि —

1. व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से प्रभावित होंगे।
2. मूलभूत भाषा की तथा और भाषा अभिगमन में उनकी भूमिका का अनुमान करेंगे।
3. इकाई नियोजन और पाठ योजना की प्रक्रिया में कुछ चलांगे।
4. हिंदी शिक्षण के विषय में व्यावहारिक उद्धरण और लेखन में सक्षम होंगे।
5. हिंदी शिक्षण के अभिगमन लक्ष्यों की प्राप्ति के लिए प्रशिक्षण शिक्षण विधियाँ का प्रयोग करेंगे।
6. हिंदी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में लक्ष रहो।
7. भाषा अभिगमन में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
8. भाषा अभिगमन में विद्यार्थियों की कठिनाइयों के निराशाकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे।
9. उप्रोचना दैनिक और प्राकृतिक भाषा की प्रविधि का उपयोग करेंगे।

पाद्यवस्तु

इकाई 1 — भाषा, हिंदी भाषा की प्रकृति और प्रयोगरता।
1.1 भाषा का प्रत्यय और व्यवस्थित।
1.2 वैसी, तिवारी और मानव का भाषा का प्रत्यय।
1.3 शिक्षा, समाज, व्यापार, राजनीति, भोज और विद्यालय में भाषा का योगदान।
1.4 हिंदी भाषा का नामकरण, संस्कृत से हिंदी के उद्घाटन की प्रक्रिया।
1.5 विश्वभाषा और विश्वभाषा भाषा के संघ भी हिंदी का विकास का आकलन।
1.6 मूल-भूत भाषा की तरीक़े — शब्द, वाक्य, पठन और लेखन का परिलक्षण।

इकाई 2 — पाद्यवस्तु संरचना।
2.1 हिंदी पाठार्थ का सारांश परिचय।
2.2 हिंदी गद्दी साहित्य की परम्परागत विचार दशा — कहानी, नाटक और महाकाव्य।
2.3 हिंदी गद्दी साहित्य की आधुनिक विचार दशा — उपन्यास, यात्रा विद्यमान, जीवन, आलोचनाओं और संस्कृत।
2.4 हिंदी योगदान में उद्देश्य, अंग्रेजी और संस्कृत में समर्थित प्रत्यय।
2.5 माध्यमिक स्तर पर हिंदी पाद्यक्रम में हुए परिवर्तनों का आकलन।

इकाई 3 — भाषा अभिगमन की प्रकृति और पाठ नियोजन।
3.1 माध्यमिक स्तर पर हिंदी शिक्षण के लक्ष्य और उद्देश्य।
3.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।
3.3 पाठ्योज्जन का परिचय, उपयोग और उपयोग।
3.4 पाठ्योज्जन के चरण और उपक्रम का क्रियाप्रदेश।
3.5 हिंदी शिक्षण के ज्ञानार्थक, व्याख्यात्मक, को ज्ञानार्थक और संदर्भित उद्देश्यों का निर्धारण।
3.6 विशिष्ट उद्देश्यों का व्यावहारिक भाषाविद्या में लेखन।
3.7 पाठ योजना के संचालनात्मक उपागम का परिचय और अन्याय।

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इकाई 4 – हिन्दी की शिक्षा विधानों के द्वारा किये गए विषयों का परिचय और उपयोग
4.1 माध्यमिक कक्षाओं में गाथा शिक्षा की उपयोगिता।
4.2 गद्दा शिक्षा की अर्थव्यवस्था, व्याख्या, विश्लेषण और संयुक्त सिद्धि का परिचय और इसकी समीक्षा।
4.3 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्धत के समस्याओं की उपयोगिता।
4.4 पद्धति की माध्यमिक शिक्षा, खण्डनयाय, व्यास और उपयोगिता विधि का परिचय और इसकी उपयुक्तता का 
आकर्षण।
4.5 माध्यमिक स्तर पर व्यक्तिगत शिक्षा की आवश्यकता और उपयोगिता।
4.6 व्यक्तिगत शिक्षा की निगमन, आण्वण, भाषासर, और पाद्धर-पुस्तक विद्विभयों का गूढ़योग।

इकाई 5 – भाषा अधिगम-प्रियक्षण में सहायक सामग्रियों का प्रयोग
5.1 शिक्षा उपकरणों का सतन्त्र, महत्व और लाभ।
5.2 अधिगम-विधि के द्वारा उपकरणों के प्रयोग।
5.3 दृष्टि उपकरणों – सहायक दिचल व कैशेडूल्स के प्रयोग की विधि और अन्य तरीके।
5.4 सन्दर्भ उपकरणों – कॉम्प्यूटर डिस्क व कैशेडूल्स के प्रयोग की विधि और अन्य तरीके।
5.5 मुद्रित सन्दर्भ उपकरणों – अखबार, पत्रिकाओं और पुस्तकों का सहयोग उपकरणों के रूप में प्रयोग ।
5.6 वैज्ञानिक उपकरणों – टेलीविजन, कंप्यूटर और वि. रेडियो के सहयोग उपकरणों के रूप में प्रयोग की 
विधि और उपयोगिता।
5.7 भाषा अधिगम में भाषा प्रयोग गाता के प्रयोग की विधि और समीक्षा।

इकाई 6 – भाषा अधिगम के मूल्यांकन की प्रवृत्ति
6.1 मूल्यांकन की संरचना, उद्देश्य और नहात।
6.2 भाषा तथा मूल्यांकन का संरचन।
6.3 शब्द, शब्द शब्दावर्त, शब्दलेख, शब्दश्रोत, शब्दशिलाकल्प, उद्देश्य, उद्देश्य और कार्यक्रम द्वारा सतत एवं व्यापक 
मूल्यांकन प्रवृत्ति द्वारा मूल्यांकन।
6.4 वाक्यात्मक पाठ्यक्रमों सहित शिक्षा – वीज, अभिनव, संसार, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं 
व्यापक मूल्यांकन प्रवृत्ति द्वारा मूल्यांकन।
6.5 प्रवृत्तियों के नाम सामग्री तथा उपयोग का संचयन तथा विद्विन।

इकाई 7 – विद्यार्थी की सहायता और उपकरणों के उपयोग में शिक्षा
7.1 अनुवादक की उपयोग की आवश्यकता और महत्व।
7.2 विद्यार्थी दैनिक और पोर्टफोलियो में उपयोग।
7.3 विद्यार्थियों के अधिगम संसाधनों के निर्माण और संसाधन के लिए विद्विहत अनुसंधान का प्रयोग।
7.4 पाठ्यक्रम, सामग्री और पाठ्यपद्धतियों का आलोचनात्मक विवेचन।
7.5 पाठ्यक्रम, सहायक सामग्री और पाठ्यपद्धतियों पर विद्विहित और अभिव्यक्तिकों की तथ्यात्मक अभिव्यक्तियों का संग्रह।

प्रारंभिक कार्य –
• आयुष्यको क्षैती के रूप में हिन्दी के गुणों और संभावना का अनुसंधान विद्विहित।
• हिन्दी के शिक्षण के लिए और अनुसंधान विद्विहित का परिचय और इसके उपयोग की तुलनात्मक समीक्षा।
• हिन्दी के शिक्षण के रूप में, वाक्य और लेखन अधिगम के सटोक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की 
प्रवृत्ति के उपयोग का विवेचन।
• विद्यार्थी दैनिक, पोर्टफोलियो और आलोचनात्मक विवेचन के उपयोग की समीक्षा और इसकी प्रतिकृति  
का प्रस्तुतिकरण।

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Jaipur
PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (Part V)  
Credits: 04

Contact Hours: 60  
Marks: 100

Introduction

This course will enable the student-teachers to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help in applying theory to practice to design your own materials and plan lessons in preparation for teaching real classes. The course offers you the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips you with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy and language acquisition.

Objectives

After completing the course the student-teachers will be able to:

- Explain the principles of language teaching, and evolution and trends in English literature.
- Prepare an instructional plan in English.
- Adapt various approaches and methods to teach English language.
- Use various techniques to evaluate the achievement of the learner in English.

Unit I: Nature of English Language & Literature

1.1 Principles of Language Teaching
1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
1.3 English Language in the school context: An Evolutionary Perspective
1.4 Current Trends in Modern English Literature in Indian context
1.5 Teaching as a second language in Indian context.

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Unit II: Instructional Planning

2.1 Aims and objectives of Teaching English at different stages of schooling
2.2 Instructional Planning: Need and Importance
2.3 Unit and lesson plan: Need and Importance
2.4 Procedure of Unit and Lesson Planning
2.5 Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method
3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural–Situational method. iii) Direct Method
3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing
3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

4.1 Importance of instructional material and their effective use
4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation
4.3 Construction of a teacher made test for English proficiency
4.4 Teaching portfolio
4.5 Adaptations of teaching material for children with disabilities

Unit V: Evaluation

5.1 Evaluation - Concept and Need
5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
5.3 Adaptation of Evaluation Tools for Children with Disabilities
5.4 Individualized assessment for Children with Disabilities
5.5 Error analysis, Diagnostic tests and Enrichment measures

Transaction

This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics. Students should be encouraged to use instructional material in their practice of teaching lessons. Adaptations in pedagogy, material and evaluation should be taught through workshops and specific case studies

Course Work/ Practical/ Field Engagement

- Design teaching programme based on error analysis
- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
- Develop work sheet (interactive including language games)
- Prepare worksheets to enrich vocabulary among secondary students with disabilities
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

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Essential Readings


Suggested Readings

Area- B

CROSS DISABILITY AND INCLUSION

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B10: Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE

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B11: Skill-based Optional Course (Disability Specialization) ANY ONE

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Jaipur
INCLUSIVE EDUCATION

Course Code: B 6  
Credits: 02  
Contact Hours: 30  
Marks: 50  

Introduction
The course is designed to develop an understanding about inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognises ways in which different stakeholders can collaborate for the success of inclusive education.

Objectives
After completing the course the student-teachers will be able to

- Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- Explicate the national & key international policies & frameworks facilitating inclusive education.
- Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- Describe the inclusive pedagogical practices & its relation to good teaching.
- Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Unit 1: Introduction to Inclusive Education  
5 Hours

1.1 Marginalisation vs. Inclusion: Meaning & Definitions
1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Polices & Frameworks Facilitating Inclusive Education  
5 Hours

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

Unit 3: Adaptations Accommodations and Modifications  
7 Hours

3.1 Meaning, Difference, Need & Steps
3.2 Specifics for Children with Sensory Disabilities
3.3 Specifics for Children with Neuro-Developmental Disabilities
3.4 Specifics for Children with Loco Motor & Multiple Disabilities

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3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions

4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
4.3 Differentiated Instructions: Content, Process & Product
4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
4.5 ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education

5.1 Stakeholders of Inclusive Education & Their Responsibilities
5.2 Advocacy & Leadership for Inclusion in Education
5.3 Family Support & Involvement for Inclusion
5.4 Community Involvement for Inclusion
5.5 Resource Mobilisation for Inclusive Education

Practical & Field Engagement

I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
III. Design a Poster on Inclusive Education
IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

Transactions

Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Suggested Readings

INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7
Contact Hours: 30

Introduction
The course is designed to provide a basic understanding to the student-teachers about the nature and needs of different types of sensory disabilities. It will also equip them in undertaking screening, planning and instructing students with sensory disabilities.

Objectives
After completing this course, the student-teachers will be able to

- Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.
- Explain the issues & ways to address challenges in educating students with hearing loss.
- Describe nature, characteristics & assessment of students with low vision & visual impairment.
- Suggest educational placement and curricular strategies for students with low vision & visual impairment.

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• Explicate the impact of deaf-blindness & practices for functional development.

Unit 1: Hearing Impairment: Nature & Classification 5 Hours
1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
1.2 Importance of hearing
1.3 Process of hearing & its impediment leading to different types of hearing loss
1.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped
1.5 Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss 5 Hours
2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
2.2 Language & communication issues attributable to hearing loss and need for early Intervention
2.3 Communication options, preferences & facilitators of individuals with hearing loss
2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss
2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

Unit 3: Visual Impairment- Nature and Assessment 5 Hours
3.1 Process of Seeing and Common Eye Disorders in India
3.2 Blindness and Low Vision--Definition and Classification
3.3 Demographic Information--NSSO and Census 2011
3.4 Importance of Early Identification and Intervention
3.5 Functional Assessment Procedures

Unit 4: Educational Implications of Visual Impairment 5 Hours
4.1 Effects of Blindness- Primary and Secondary
4.2 Selective Educational Placement
4.3 Teaching Principles
4.4 Expanded Core Curriculum- Concept and Areas
4.5 Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness 10 Hours
5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness
5.2 Effects and implications of deaf-blindness on activities of daily living & education
5.3 Screening, assessment, identification & interventional strategies of deaf-blindness
5.4 Fostering early communication development: Methods, assistive devices and practices including AAC
5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

Course Work/ Practical/ Field Engagement
• Develop a checklist for screening of children for hearing impairment
• Develop a checklist for screening of children for low vision
• Develop a checklist for screening of children for blindness
• Develop a checklist for screening of children for deafblindness
• Journal based on observations of teaching children with sensory disabilities

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[Signature]
Transactions
Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings


Suggested Readings


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INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8
Contact Hours: 30
Credits: 02
Marks: 50

Introduction

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare preservice teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

Objectives

After completing the course the student-teachers will be able to

- Discuss the characteristics and types of learning disability.
- Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
- Explain the characteristics and types of Intellectual disability.
- Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
- Explain the characteristics and types of Autism Spectrum Disorder.
- Describe the tools, areas of assessment and apply intervention strategies.

Unit 1: Learning Disability: Nature, Needs and Intervention

1.1 Definition, Types and Characteristics
1.2 Tools and Areas of Assessment
1.3 Strategies for reading, Writing and Maths
1.4 Curricular Adaptation, IEP, Further Education,
1.5 Transition Education, Life Long Education

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Unit 2: Intellectual Disability: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics
2.2 Tools and Areas of Assessment
2.3 Strategies for Functional Academics and Social Skills
2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
2.5 Vocational Training and Independent Living


3.1 Definition, Types and Characteristics
3.2 Tools and Areas of Assessment
3.3 Instructional Approaches
3.4 Teaching Methods
3.5 Vocational Training and Career Opportunities

Transaction

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children; interpretation of test reports and develops strategies for classroom intervention.

Course Work/ Practical/ Field Engagement

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

Essential Readings


Suggested Readings


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INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9  
Contact Hours: 30  
Credits: 02  
Marks: 50

Introduction

The course aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

Objectives

After completing the course the student-teachers will be able to

- Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
- Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.
- Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
- Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.

Unit 1: Cerebral Palsy (CP)

1.1 CP: Nature, Types and Its Associated Conditions
1.2 Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
1.3 Provision of Therapeutic Intervention and Referral of Children with CP

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1.4 Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

1.5 Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

**Unit 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy**

2.1 Definition, Meaning and Classification
2.2 Assessment of Functional Difficulties
2.3 Provision of Therapeutic Intervention and Referral
2.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
2.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

**Unit 3: Multiple Disabilities and Other Disabling Conditions**

3.1 Multiple Disabilities: Meaning and Classifications
3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberculous Sclerosis and Multiple Sclerosis
3.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

**Course Work/ Practical/ Field Engagement (any one of the following)**

- 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.
- 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.

**Essential Readings**


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GUIDANCE & COUNSELLING

Course Code: B 10(A) Credits: 02
Contact Hours: 30 Marks: 50

Objectives
After completing this course the student-teachers will be able to

- Apply the skills of guidance and counselling in classroom situations.
- Describe the process of development of self-image and self-esteem.
- Appreciate the types and issues of counselling and guidance in inclusive settings.

Unit 1: Introduction to Guidance and Counselling

1.1 Guidance and Counselling: Definition and Aims
1.2 Areas of Guidance and Counselling
1.3 Core Conditions in Counselling
1.4 Skills and Competencies of a Counsellor
1.5 Role of Teacher in Guiding and Counselling Students with Special Needs

Unit 2: Enhancing Self Image and Self Esteem

2.1 Concept of Self as Human
2.2 Understanding of Feelings and Changes
2.3 Growth to Autonomy
2.4 Personality Development
2.5 Role of Teacher in Developing Self-Esteem in Children

Unit 3: Guidance and Counselling in Inclusive Education

3.1 Current Status with reference to Indian School
3.2 Types of Counselling: Child-Centred, Supportive, Family
3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
3.4 Group Guidance: Group Leadership Styles and Group Processes
3.5 Challenges in Group Guidance

Practicum/ Field engagement

I. Counselling and report writing on a selected case
II. Simulation of a parent counselling session
III. Report of critical observation of a given counselling session

Transaction

The transaction for this course should be done with a perspective to enhance in the student-teachers the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting.

Essential Readings


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Suggested Readings


EARLY CHILDHOOD CARE AND EDUCATION

Course Code: B 10(B)  Credits: 02
Contact Hours: 30  Marks: 50

Introduction

The course is designed to provide the student-teachers with an insight into developmental milestones of typical children. This will enable the learners to understand deviations and strategies to address them in the critical phase of development. It will also help the learners understand the importance of transitions and its requirements.

Objectives

After undertaking the course the student-teachers will be able to

• Explain the biological & sociological foundations of early childhood education.
• Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.
• Enumerate the inclusive early education pedagogical practices.

Unit 1: The Early Years: An Overview

1.1 Facts about Early Childhood Learning & Development
1.2 Neural Plasticity
1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills
1.4 Sensitive Periods of Learning: Maria Montessori’s Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit 2: Early Education of Children with Disabilities

2.1 Young Children at Risk & Child Tracking
2.2 Interdisciplinary Assessments & Intervention Plans
2.3 Developmental Systems Model for Early Intervention (Oguralnick, 2001)
2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
2.5 Evidenced Based Practices for Early Intervention

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

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

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

3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

3.5 School Readiness and Transitions

Practical/Field Engagements

- Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years
- Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs

Transactions

Visits, Observations & Workshops.

Essential Readings


Suggested Readings


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Jaipur

**APPLIED BEHAVIOUR ANALYSIS**

Course Code: B 10(C)  
Contact Hours: 30  
Credits: 02  
Marks: 50

**Objectives**

After undertaking the course the student-teachers will be able to

- Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).
- Use various measures of behavioural assessment.
- Apply methods of ABA in teaching and learning environments.
- Integrate techniques of ABA in teaching programs.
- Select suitable strategies for managing challenging behaviours.

**Unit 1: Introduction to Applied Behaviour Analysis (ABA)**

1.1 Principles of Behavioural Approach  
1.2 ABA - Concept and Definition  
1.3 Assumptions of ABA - Classical and Operant Conditioning  
1.4 Behaviour- Definition and Feature  
1.5 Assessment of Behaviour - Functional Analysis of Behaviour, Behaviour Recording Systems

**Unit 2: Strategies for Positive Behaviour Support**

2.1 Selection of Behavioural Goals  
2.2 Reinforcement  
   Types: Positive and Negative, Primary and Secondary  
   Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval  
2.3 Discrete Trial Teaching  
   Discriminative Stimulus - Characteristics  
   Response  
   Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal  
   Consequence - Characteristics  
   Inter-Trial Interval

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2.4 Application of ABA in Group Setting
   Negotiation and contract
   Token economy
   Response cost
   Pairing and fading
2.5 Leadership role of teacher in promoting positive behaviour

Unit 3: Management of Challenging Behaviour  10 hours

3.1 Differential Reinforcements of Behaviour
3.2 Extinction and Time Out
3.3 Response Cost and Overcorrection
3.4 Maintenance
3.5 Generalization and Fading

Practicum

I. Observation and functional analysis of behaviour of a given case.
II. Development of ABA program for management of a challenging behaviour.

Transaction

The course consists of several concepts from behavioural theories. The concepts should be explained through real life examples and selected case studies. Students should be encouraged to conduct systematic observations of behaviour and suggest suitable plan of action for dealing with behavioural deficits in children.

Essential Readings


Suggested Readings


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COMMUNITY BASED REHABILITATION

Course Code: B 10(D)  
Contact Hours: 30  

Credits: 02  
Marks: 50

Objectives
After completing this course the student-teachers will be able to

- Explain the concept, principles and scope of community based rehabilitation.
- Learn the strategies for promoting public participation in CBR.
- Apply suitable methods for preparing persons with disability for rehabilitation within the community.
- Provide need-based training to persons with disabilities.
- Develop an understanding of the role of government and global agencies in CBR.

Unit 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR  
1.2 Principles of CBR  
1.3 Difference between CBR and Institutional Living  
1.4 Socio-cultural and Economic Contexts of CBR  
1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

2.1 Awareness Program-Types and Methods  
2.2 Advocacy - Citizen and Self  
2.3 Focus Group Discussion  
2.4 Family Counselling and Family Support Groups  
2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

3.1 School Education: Person Centred Planning, and Peer Group Support  
3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills  
3.3 Community Related Vocational Training  
3.4 Skill Training for Living within Community  
3.5 Community Based Employment and Higher Education

Practicum/ Field Engagement

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

Transaction
Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

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Essential Readings

- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances(2014). Ministry of Social Welfare, Govt. of India, New Delhi.
- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.

APPLICATION OF ICT IN CLASSROOM

Course Code: B 10(E)   Credits: 02
Contact Hours: 30    Marks: 50

Course Description

This course has dual purpose: firstly it aims to orient the teacher trainee to various applications of Information and Communication Technology in teaching learning process; and secondly it intends to orient the learners to understand the scope and application of ICT for students with disabilities. The course includes uses of all kinds of media and computer in order to give hands on experience of applying ICT in various learning environments as well to familiarize the student teacher with different modes of computer based learning.

Objectives

After completing the course the student teacher will be able to

- **Gauge the varying dimensions in respect of ICT and Applications in Special Education.**
- **Delineate the special roles of ICT Applications.**
- **Acquire Familiarity with Different Modes of Computer-Based Learning.**

Unit 1: Information Communication Technology (ICT) and Special Education

1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
1.4 Three as of ICT Application—Access, Availability, Affordability
1.5 Overview of WCAG (Web Content Access Guidelines)

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Unit 2: Using Media and Computers

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

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

2.3 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

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

2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities
Unit 3: Visualising Technology-Supported Learning Situations
3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme
3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions
3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects
3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing
3.5 Identifying and Applying Software for Managing Disability Specific Problems

Course Work/ Practical/ Field Engagement (any Two of the following)
I. 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
II. Prepare a PPT by inserting photos and videos on a topic of your choice
III. Create your email account as well as design a blog

Essential Readings

Suggested Reading

GENDER AND DISABILITY

Course Code: B 10(F)  
Contact Hours: 30  
Credits: 02  
Marks: 50

Objectives
After completion of this course the student-teachers will be able to

- Develop an understanding of human rights based approach in context of disability.
- Explain the impact of gender on disability.
- Describe the personal and demographic perspectives of gender and disability.
- Analyse the issues related to disabled women and girl children.

Unit 1: Human Right-based Approach and Disability  
6 Hours
1.1 Human Rights-Based Approach: Concept and History
1.2 Principles of Human Rights-Based Approach
   Equality and Non-Discrimination
   Universality & Inalienability

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Participation and Inclusion
Accountability and Rule of Law
1.3 Elements of Human Rights System
   Legal Framework
   Institutions
   Development Policies & Programs
   Public Awareness
   Civil Society
1.4 Advantage of Human Rights-Based Approach
1.5 Implications for Disability
   Empowerment
   Enforceability
   Indivisibility
   Participation

Unit 2: Gender and Disability 10 Hours

2.1 Sex & Gender: Concept & Difference
2.2 Impairment & Disability: Concept & Difference
2.3 Gendered Experience of Disability
   Public Domain: School and Outside School
   Private and Familial Domain
   Normalization and Social Role Valorisation
2.4 Gender and Disability Analysis: Techniques and Strategies
2.5 Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability 10 Hours

3.1 Inclusive Equality
   Access to Family Life
   Access to Education, Vocational Training and Employment
   Access to Political Participation
3.2 Factors Contributing to Disability
   Gender-Based Violence in School and Within Family
   Traditional Practices
3.3 Sexual and Reproductive Health
3.4 Teacher’s Role in Promoting Gender Equality
3.5 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

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

Transaction

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, and issue-based classroom interactions in addition to lectures and seminars.

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Essential Readings


Suggested Readings


**BRAILLE AND ASSISTIVE DEVICES**

**Course Code:** B 10(G)  
**Credit:** 02  
**Contact Hours:** 30  
**Marks:** 50

**Introduction**

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for Persons with Visual Impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities.

This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.

It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

**Objectives**

After completing the course the student-teachers will be able to

- Acquire basic information about Braille, its relevance and some important functional aspects.
- Get basic information on types and significance of different Braille devices.

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• Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.

Unit 1: Braille
1.1 Louis Braille and the Evolution of Braille
1.2 Continuing Relevance of Braille vis-a-vis Audio Material
1.3 Braille Signs, Contractions and Abbreviations—English Braille
1.4 Braille Signs and Symbols—Hindi/Regional Language
1.5 Braille Reading and Writing Processes

Unit 2: Braille Devices -- Types, Description, Relevance
2.1 Slate and Stylus
2.2 Braille Writer
2.3 Electronic Devices—Note takers and Refreshable Braille Displays
2.4 Braille Embossers
2.5 Braille Translation Software

Unit 3: Other Devices – Types, Description, Relevance
3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
3.2 Geography: Maps—Relief, Embossed, Models
3.3 Science Material
3.4 Low Vision Aids—Optical, Non-Optical, Vision Training Material
3.5 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will
a. Observe at least five devices in use in at least five school periods.
b. Draw up an item-wise price list of at least ten devices from different sources.
c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment.
d. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school.
e. Make a report on the application of at least two non-optical devices for children with low vision.

Essential Readings
Suggested Readings


ORIENTATION AND MOBILITY

Course Code: B 11(A)  
Contact Hours: 30

Credit: 02  
Marks: 50

Introduction

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility.

So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

Objectives

After completing the course the student-teachers will be able to

- Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.
- Acquire basic knowledge of human guide techniques.
- Describe pre-cane and cane travel skills and devices.
- Get acquainted with the importance and skills of training in independent living for the visually impaired.

Unit 1: Introduction to Orientation and Mobility

1.1 Orientation and Mobility -- Definition, Importance and Scope
1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
1.3 Roles of Other Senses in O&M Training
1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training
1.5 Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

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2.1 Grip
2.2 Stance
2.3 Hand Position
2.4 Speed Control
2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills
1.1 Upper and Lower Body protection
1.2 Room Familiarization
1.3 Using Oral Description for Orientation
1.4 Search Patterns
1.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices
4.1 Canes -- Types, Parts, Six Considerations
4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
4.3 Use of Public Transport
4.4 Asking for Help: When and How
4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Unit 5: Training In Independent Living Skills
5.1 Self Care, Gait and Posture
5.2 Personal Grooming
5.3 Eating Skills and Etiquette
5.4 Identification of Coins and Currency Notes
5.5 Basics of Signature Writing

Course Work/Practical/ Field Engagement
Undertake any two of the following

a. Act as a sighted guide in different situations/ settings.
b. Prepare a list of canes and other devices available with various sources along with prices.
c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).
d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.
e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

Essential Readings


Suggested Readings


COMMUNICATION OPTIONS: ORALISM

Course Code: B 11(B)  Credits: 02
Contact Hours: 30  Marks: 50

Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of ‘either – or’ options to be the ‘best’, this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider career choices for the student teachers.

Objectives

After learning this course the student-teachers will be able to

• Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.

• Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.

• Exhibit beginner level hands on skills in using these options.

• Motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses.

Unit 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)
1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
1.5 Importance of Neural Plasticity and Early Listening Opportunities

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Unit 2: Advance Understanding of Oral Options

2.1 Difference Between Uni Sensory and Multi Sensory Approach in Oralism
2.2 Oracy To Literacy: Why and How
2.3 Speech Reading: Need, Role and Strategies in All Communication Options
2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies
2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do’s and Don’ts

Unit 3: Skill Development Required for Oralism

3.1 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
3.2 Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact
3.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading
3.4 Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes
3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)

Unit 4: Skill Development Auditory Verbal (AV) Approach

4.1 AV Approach: Meaning, Misconcepts and Justification
4.2 Stages of Auditory Hierarchy
4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment
4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions
4.5 Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition

Unit 5: Implementing Oralism and AV Approach in Indian Special Schools & Summing up

1.1 Use Of Oralism and AV Approach in Indian Special Schools: Current Scenario
1.2 Oralism / AV Approach: Prerequisites for Special Schools
1.3 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites
1.4 Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)
1.5 Reflections On The Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

I. Watching Video’s of Individual Sessions and Classroom Teaching
II. Role Play and Dramatization
III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it
V. Interacting with Non Disabled Children for Practicing Expansion of Ideas

Essential Readings


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- Communication Options and Students with Deafness (2010). Rehabilitation Council of India, New Delhi.

Suggested Readings

- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

COMMUNICATION OPTIONS: MANUAL
(INDIAN SIGN LANGUAGE)

Course Code: B 11(C)  
Contact Hours: 30  
Credits: 02 
Marks: 50

Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional

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course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than Advocating one among the many. Moreover, learning this optional course is also expected to provide wider Career Choices for the Student Teachers.

Objectives

After learning this course the student-teachers will be able to

- Discuss the two manual options with reference to Indian special schools.
- Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
- Describe manual options in the light of issues like language, culture and identify.
- Exhibit beginner level hands on skills in using manual options.
- Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

Unit 1: Understanding Deafness in Real Life Context

1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns
1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
1.4 Basic Awareness of Difference between ISL and ISS: Myths and Facts
1.5 Importance of Neural Plasticity and Early Language Opportunities

Unit 2: Advance Understanding of Manual Options and Indian Scenario

2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
2.2 Challenges, Prerequisites and Fulfilling Prerequisites
2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies
2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do’s and Don’ts

Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills

3.1 Practicing ‘Motherese’ (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
3.2 Practicing Natural Signing in Short Common Conversations
3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes
3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
3.5 Practicing Group Dynamics

Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

4.1 Learning to Express Gender, Number, Person, Tense, Aspect
4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
4.3 Practicing Sentence Types: Simple, Complex, Compound
4.4 Observing Using ISL in Classrooms – Social Science
4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ISL Skill Development and Course Conclusions

5.1 Practicing Markers (Local Language)
5.2 Practicing Syntax in Conversations and Discussions
5.3 Observing Using ISS/ISL in Classrooms for School Subjects

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5.4 Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)
5.5 Reflections on the Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement
I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
II. Role Play and Dramatization in ISL
III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
IV. Recording Self Narrated Stories/ Poems and Writing Reflections
V. Interacting with Deaf for Practicing Expansion of Ideas

Essential Readings
- ISS Learning Material and Dictionaries
- Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum

Suggested Readings

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- Websites for Signed Dictionaries.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: B 11(D)  
Credits: 02  
Contact Hours: 30  
Marks: 50

Objectives

The student-teachers will be equipped with a basic knowledge of AAC, AAC systems, AAC assessment, programme planning and strategies:

Unit 1: Organizational framework for Communication:

1.1 Normal development of speech, language and communication
1.2 Factors that influence communication, speech and language in relation to each other
1.3 Levels of communication in children
   i. Functional (Emergent)
   ii. Situational (Context Dependent)
   iii. Independent (Creative)

Unit 2: Basic principles of AAC interventions:

2.1 Child - Child capacity
2.2 Child capacity and context
2.3 Working towards symbolic expression
2.4 Communication skills and
2.5 Functions

Unit 3: Areas of AAC Assessment:

3.1 Sensory areas
3.2 Cognition, communication and language

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3.3 Posture and positioning. Motor planning and control
3.4 Scanning
3.5 Environment, Interaction & Symbols

Unit 4: Context of Communication:

4.1 Partner /skills , user skills and environment
4.2 Competency development - types of competencies and its development
   i. Linguistic competence
   ii. Operational Competence
   iii. Social competence
   iv. Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

5.1 Types of AAC devices and systems
   No Technology
   Low Technology
   High Technology
5.2 Access to communication charts - hand, finger, eye point
5.3 Access to devices:
   Switches - hand switch , blow switch, infrared devices etc
   Software - scan mode combined with a switch
5.4 Selection of AAC
   Child competency and environment
   Design, Access, Motor, Devices
5.5 Challenges in the development of AAC and Literacy
   Grammar ; spelling
   Building Vocabulary: and richness of language
   Motor expression

Suggested Reading:

  Supporting Children and Adults with Complex Communication Needs (4th Edn.) Brookes
  Therapists, Speechmark Publishing Ltd, Bicester, Oxon
  for children and young adults with severe speech disorders, Indian Institute of Cerebral
  Palsy, Kolkata
- Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor, G.M.
  Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough Lodge, Nuffield
  Orthopaedic Centre, Oxford OX3 7 LD
  Adults, David Fulton Publishers, London.
  Ltd., London.

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MANAGEMENT OF LEARNING DISABILITY

Course Code: B 11(E)  Credits: 02
Contact Hours: 30  Marks: 50

Introduction
This course will provide an understanding of the types and characteristics of Children with Learning Disabilities and their associated condition. The course will include assessment of basic curricular skills, standardized tests and interpretation of test report. This course, grounded in research based interventions, is designed to assess all who work with students in special and regular education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

Objectives
After completing the course the student-teachers will be able to

- Explain the concept, causes and characteristics of learning disabilities.
- Discuss different types of learning disabilities and its associated conditions.
- Develop teacher made assessment test in curricular areas.
- Plan appropriate teaching strategies as per the specific needs of children with learning disability.

Unit 1: Learning Disabilities: Types
1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
1.2 Non-verbal learning disabilities
1.3 Language Disorders
1.4 Associated Conditions: ADHD & ADD
1.5 Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills
2.1 Assessment of Readiness Skills
2.2 Assessment of Reading, Writing and Math skills
2.3 Teacher made test
2.4 Standardized Tests: Need, Types & Purpose
2.5 Interpretation of Test report

Unit 3: Intervention Strategies in Basic Skills of Learning
3.1 Language skills
3.2 Reading Writing
3.3 Maths skills
3.4 Study skills

Transaction
This activity-based approach should allow the teacher to step back and allow the student-teachers to self-facilitate. The student-teachers must be given experience in the various settings such as clinics, schools, resource centres etc, for exposure to actual assessment. Discussions, debates, simulations, collaborative methods, must be used for transaction.

Course Work/ Practical/ Field Engagement
- Prepare of checklist for screening LD

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- Develop teacher made assessment test in any one curricular area for a given child
- Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

**Essential Readings**


**Suggested Readings**


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VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B 11(F)  
Contact Hours: 30

Credits: 02  
Marks: 50

Objectives
After completing the course the student-teachers will be able to

- Develop an understanding of vocational education & its relevance for PWD's.
- Carry out vocational assessment and make vocational training plan.
- Plan for transition from School to job.
- Identify various avenues for job placement.
- Facilitate PWD's in making choice of vocational trades.
- Acquire the concept of independent living and empowerment.

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

1.1 Definition, meaning and scope of Vocational Education
1.2 Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
1.3 Approaches and models of Vocational training
1.4 Assessment, Evaluation of Generic skills & Specific job skills using various tools
1.5 Approaches & Principles of vocational assessment

Unit 2: Vocational Transition & Curriculum Planning

2.1 Concept, meaning, importance of transition
2.2 Vocational transition models
2.3 Transitional Planning at pre-vocational & post-vocational level
2.4 Development of Individualized Vocational Transitional Plan
2.5 Development of Vocational Curriculum

Unit 3: Process of Vocational Rehabilitation & Placement

3.1 Types of Employment Settings
3.2 Process of Job Placement & Creation of Need-based Employment Settings
3.3 Adaptations, Accommodation, Safety Skills and First Aid
3.4 Self Advocacy & Self Determination Skill Training
3.5 Equal opportunities and attitudes towards persons with disabilities

Hands on Experience

Developing curriculum on any vocational skill
Administering any vocational assessment tool
Visit to any vocation Institution

Suggested Readings


Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur


AREA - C

DISABILITY SPECIALIZATION COURSES

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

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Dy. Registrar (Academic-I)
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Jaipur
Disability Specialization

MENTAL RETARDATION
/ INTELLECTUAL DISABILITY

Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
ASSESSMENT AND IDENTIFICATION OF NEEDS

Course code: C 12
Contact Hours: 60

Objectives
After completing the course student-teachers will be able to

- Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.
- Understand various procedures, areas and approaches of assessment and their relevance.
- Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at pre school level.
- Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.
- Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.

Unit 1: Intellectual Disability - Nature and Needs
1.2 Historical Perspective of Intellectual Disability (ID)
1.2 Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPD bill (Proposed), DSM (Latest)
1.3 Etiology Causes and Prevention
1.4 Classification – Medical, Psychological, Educational (Recent) and ICF
1.5 Screening, Identification, Characteristics and Needs of PwID

Unit 2: Assessment
2.1 Concept, Meaning, Definition and purpose of Educational assessment
2.2 Methods of Assessment - Observation, Interview and Rating Scale
2.3 Types and Approaches - NRT, CRT, CBA & Teacher Made Tests
2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological
2.5 Documentation of assessment, Result interpretation & Report writing- Implication of all the above for Inclusion

Unit 3: Assessment at Pre-School and School levels
3.1 Importance of Assessment at Pre- School and School level
3.2 Developmental and Adaptive Behaviour Assessment
3.3 Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP
3.4 Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale
3.5 Documentation of assessment, Result interpretation & Report writing- Implication of class level assessment & its relation to Inclusion with resource support

Unit 4: Assessment at Adult and Vocational levels
4.1 Significance of Assessment for Independent living of PwIDs
4.2 Assessment for Transition from School to Work
4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS
4.4 Provisions & Schemes of MoSIE for Vocational Skill Development
4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living

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Unit 5: Assessment of Family Needs

5.1 Significance of psychosocial needs and its assessment in family
5.2 Assessment of parental needs and its implication in planning IFSP
5.3 Assessment of siblings and its implication in planning IFSP
5.4 Assessment of extended families needs and its implication in planning IFSP
5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

Course Work/ Practical/ Field Engagement (Any one)

Camp/ Community Mode

- To conduct awareness programs on MR/ID in urban/ rural areas
- To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers
- To conduct advocacy program for PwIDs

School Mode

- To organise workshops for Parents, Siblings, Peer Group.
- To conduct awareness program on Skill Development for PwID
- To organize skill development program for PwID in a project mode
- To organize events for co-curricular activities
- To organise exhibition on subject TLMs related to maths, language, science, etc.

Clinical Mode

- Presentation of Case Study on Behaviour Modification
- To organize workshops for preparing Teacher Made Tests, Identification tools, TLM Kits, Report Writing, Schedules for parental and service user feedback.
- To present Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related to disability

Essential Readings


Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur

Suggested Readings
• Taylor, R.L. (1993). Assessment of Exceptional Students Educational and
• Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Course code: C 13
Contact Hours: 60

Credits: 04
Marks: 100

Objectives

After completing the course student-teachers will be able to
• Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.
• Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.
• Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.
• Understand different strategies for curriculum adaptation, accommodation, modification and their significance.
• Evaluation and make effective use of different techniques.

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Jaipur
Unit 1: Curriculum Designing

1.1 Meaning, Definition, Concept and Principles of Curriculum
1.2 Types and Approaches of Curriculum Designing
1.3 Curriculum Domains - Personal, Social, Academics, Recreational and Community living
1.4 Steps in developing curriculum, challenges of developing curriculum for inclusion
1.5 Curriculum evaluation, Implementation in inclusion

Unit 2: Curriculum at Pre-School and Primary School level

2.1 Significance of Early Childhood Education and School Readiness
2.2 Early Childhood Education Curricular domains - Enhancement of domain in Motor, Personal, Cognitive and Communication areas
2.3 Curriculum Domains for Early Childhood Education and Sensory Mechanism
2.4 Sensitization of family, involvement in pre-school and primary level
2.5 Implication of pre-school and primary levels for Intervention, documentation, record maintenance and report writing

Unit 3: Curriculum at Secondary, Pre-vocational and Vocational level

3.1 Curriculum domains at Secondary level
3.2 Curriculum domains at Pre-vocational level
3.3 Curriculum domains at Vocational level
3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)
3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

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Jaipur
Unit 4: Curriculum Adaptations

4.1 Need for Curricular Adaptation, Accommodation and Modification
4.2 Adaptation, Accommodation and Modification for Pre-academic Curriculum
4.3 Adaptation, Accommodation and Modification for Academics Curriculum
4.4 Adaptation, Accommodation and Modification for Co-Curriculum
4.5 Adaptation, Accommodation and Modification for School Subjects

Unit 5: Curriculum Evaluation

5.1 Concept, Meaning, Definition of Curriculum Evaluation
5.2 Types and Approaches of Evaluation
5.3 Emerging trends in evaluation – CCE, Teacher Made Tests, Grading System
5.4 Differential evaluation of PwID in inclusive setup
5.5 Implications of evaluation for inclusion

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive schools

To prepare need based curriculum for training in

- ADL Skills
- School Readiness
- Transition from School to Work
- Movement/Dance/Yoga/Sports skills
- Computer usage
- House Keeping/ Laundry
- Gardening / Horticulture
- Creative / Performing Arts

Essential Readings


Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur

[Signature]

Suggested Readings

• King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
  primary level. NIMH, Secunderabad.
  Secunderabad.
  Persons, NIMH, Secunderabad.
• Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological
  Procedures. Allyn & Bacon, Boston.
• Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

INTERVENTION AND TEACHING STRATEGIES

Course code: C 14
Contact Hours: 60

Objectives
After completing the course student-teachers will be able to

• Appreciate and orient oneself in understanding, planning and using intervention appropriately and
  demonstrate it.
• Realize the importance of developing IEP, acquire the required competencies for its development,
  implementation and evaluation.
• Understand basic of learning and teaching and acquire competency to select and demonstrate
  appropriate teaching strategies for teaching in different curriculum areas.
• Understand nature and identification maladaptive behaviour and develop insight into various
  modes of its management.
• Develop understanding of various therapeutics interventions, their objectives, scope, modalities,
  and require intervention.

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Jaipur
Unit 1: Intervention

1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention
1.2 Types of Early Intervention
1.3 Intervention Techniques
1.4 Record Maintenance and Documentation
1.5 Implication of Early Intervention for pre-school Inclusion

Unit 2: Individualised Education Programme

2.1 Need, Importance and Historical Perspective of IEP
2.2 Steps and Components of IEP
2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
2.4 IFSP – Planning and writing
2.5 Application of IEP for Inclusion

Unit 3: Teaching Strategies and TLM

3.1 Stages of Learning
3.2 Principles of Teaching
3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
3.5 Development and Use of TLM for ID

Unit 4: Intervention for Mal-adaptive Behaviour

4.1 Definition and types of Mal-adaptive behavior
4.2 Identification of Mal-adaptive behavior
4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)
4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community
4.5 Ethical Issues in behaviour management and implications for Inclusion

Unit 5: Therapeutic Intervention

5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention
5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention
5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention
5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive Schools/ Institute

- To deliver Modular/ Thematic lecture on relevant topic
- To organise competitions for co-curricular activities at Local, District and State level
- To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

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Jaipur
Essential Readings

- Pandit, A., & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.
- Repp A.C. (1983). Teaching the Mentally Retarded, New Jersey, Prentice Hall King-

Suggested Readings


**TECHNOLOGY AND DISABILITY**

Course code: C 15
Contact Hours: 60
Credits: 04
Marks: 100

Objectives

After completing the course student-teachers will be able to

• Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.
• Understand nature of ICT, its basis, development and use.
• Use computer programme and software for the benefit of children with ID.
• Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.
• Apply technology for developing lesson plan and adapted assistive devices.

Unit 1: Technology in Education and Instruction

1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
1.2 Educational Technology and Instructional Technology – Role and Recent Trends.
1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.
1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.
1.5 Implication of the above for inclusion.

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Unit 2: ICT

2.1 ICT – Meaning, Definition, Scope and Significance
2.2 Psychological bases for ICT among teachers and learners
2.3 Development of ICT – Stages, Requirement and Process
2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference
2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

Unit 3: Use of Multimedia in Education

3.2 Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys
3.3 Advantages, Limitations and Challenges of Using Multimedia in Education
3.4 Recent Trends in Multimedia
3.5 Implication of Multimedia in teaching learning.

Unit 4: Technology Based Instructions

4.1 Enhancing Technology Friendly Practices among Teachers.
4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E-learning, Use of Net Search and Websites
4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC
4.4 Developing Technology Integrated Lessons – Individual and Group
4.5 Implications of Technology based instruction in inclusion

Unit 5: Application of Technology

5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
5.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers
5.3 Application of Technology in Instruction – Individual, small group and large group
5.4 Advantages, merits and demerits
5.5 Implications for inclusion

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

• To organize workshops for use ICT for disability friendly activities
• To develop technology supported lesson plans for PwID
• To use mass media/multi media for creating awareness on disability in rural areas

Essential Readings


Suggested Readings


**PSYCHO-SOCIAL AND FAMILY ISSUES**

Course code: C 16
Contact Hours: 30

Credits: 02
Marks: 50

Objectives

After completing the course student-teachers will be able to

• Realise importance and role of family in rehabilitation of children with ID.
• Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach.
• To realize importance of family involvement in rehabilitation process by forming parents self help group and parent association.

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• Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.
• Comprehend role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs.

Unit 1: Family

1.1 Family – Concept, Definition and Characteristics
1.2 Types of family
1.3 Reaction and Impact of disability on family
1.4 Needs of family and counseling
1.5 Role of family in rehabilitation of PWID

Unit 2: Psycho-Social Issues

2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers
2.2 Myths, misconception and social practices
2.3 Difference between Intellectual Disability and Mental Illness
2.4 Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse
2.5 Rights and Advocacy

Unit 3: Involving Families

3.1 Training and involving families in the rehabilitation process
3.2 Parent professional relationship
3.3 Formation of Parent Self-Help Group
3.4 Parent Associations
3.5 Empowering Families

Unit 4: Adolescent Issues

4.1 Physiological Changes; Implication in Emotional and Social Development
4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group
4.3 Employment, Sexuality, Marriage, Alternative options, Pre-marital counseling
4.4 Ethical Issues
4.5 Challenges and Implications

Unit 5: CBR and CPP (Community People Participation)

5.1 Concept, Definition and Scope of CBR
5.2 Models of CBR – Advantages and Disadvantages
5.3 Types of Community Resources and their mobilization
5.4 Organizing services for PwID in the community
5.5 Role of Special Educator, Family, Community and PwID in CBR

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

• To conduct workshops on formation of Parent Self Help Group, Sibling SHG
• To prepare and present a report on assessment of family needs
• To conduct survey on awareness of families about Govt. Schemes for PwID
• To study and submit a report on attitude of neighbours, teachers and non-teaching staff

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Jaipur
Essential Readings


Suggested Readings

AREA D

ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

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READING AND REFLECTING ON TEXTS

Course code: D 17
Contact Hours: 30

Credits: 02
Marks: 50

Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

Objectives

After completing the course student-teachers will be able to

- Reflect upon current level of literacy skills of the self.
- Show interest and begin working upon basic skills required to be active readers in control of own comprehension.
- Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.
- Prepare self to facilitate good reading writing in students across the ages.
- Find reading writing as learning and recreational tools rather than a course task.

Unit 1: Reflections on Literacy

1.1 Literacy and Current University Graduates: Status and Concerns
1.2 Role of Literacy in Education, Career and Social Life
1.3 Literacy, Thinking and Self Esteem
1.4 Literacy of Second Language/ English: Need and Strategies
1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

2.1 Practicing Responses to Text: Personal, Creative and Critical
2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
2.4 Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 3: Skill Development in Responding to Text

3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)
4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

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4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
4.4 Practicing Self Editing and Peer Editing of Sample Texts
4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing
5.1 Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
5.3 Practicing Converting Written Information into Graphical Representation
5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
5.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Course Work/Practical/Field Engagement

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- 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

Essential Readings


Suggested Readings


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PERFORMING AND VISUAL ARTS

Course code: D 18
Contact Hours: 30

Introduction
India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

Objectives
After completing the course student-teachers will be able to

- Exhibit Basic understanding in art appreciation, art expression and art education.
- Plan and implement facilitating strategies for students with and without special needs.
- Discuss the adaptive strategies of artistic expression.
- Discuss how art can enhance learning.

Unit 1: Introduction to art Education
1.1 Art and art education: Meaning, scope and difference
1.2 Artistic expression: Meaning and strategies to facilitate
1.3 Art therapy: Concept and application to students with and without disabilities
1.4 Linking Art Education with Multiple Intelligences
1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music
2.1 Range of art activities related to dance and music
2.2 Experiencing, responding and appreciating dance and music
2.3 Exposure to selective basic skills required for dance and music
2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

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Unit 3: Performing Arts: Drama

3.1 Range of art activities in drama
3.2 Experiencing, responding and appreciating drama
3.3 Exposure to selective basic skills required for drama
3.4 Drama: Facilitating interest among students: planning and implementing activities
3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts

4.1 Range of art activities in visual arts
4.2 Experiencing, responding and appreciating visual art
4.3 Exposure to selective basic skills in visual art
4.4 Art education: Facilitating interest among students: planning and implementing activities
4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

5.1 Range of art activities in media and electronic art forms
5.2 Experiencing, responding and appreciating media and electronic arts
5.3 Exposure to selective basic skills in media and electronic arts
5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work/ Practical/ Field Engagement

- ‘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)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- 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 a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

Essential Readings


Suggested Readings


Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
• Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11.
• Nyman, L., & Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154). National Art Education Association, Reston, VA.

BASIC RESEARCH AND STATISTICS

Course code: D 19
Contact Hours: 30
Objectives

After completing the course student-teachers will be able to

• Describe the concept and relevance of research in education and special education.
• Develop an understanding of the research process and acquire competencies for conducting a research.
• Apply suitable measures for data organization and analysis.

Unit 1: Introduction to Research

1.1 Scientific Method
1.2 Research: Concept and Definition
1.3 Application of Scientific Method in Research
1.4 Purpose of Research
1.5 Research in Education and Special Education

Unit 2: Types and Process of Research

2.1 Types of Research
   Basic/Fundamental
   Applied
   Action
2.2 Process of Research
   Selection of Problem
   Formulation of Hypothesis
   Collection of Data
   Analysis of Data & Conclusion
2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
2.4 Action Research in Teaching Learning Environment
2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

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3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
3.2 Organization of data: Array, Grouped distribution
3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
3.4 Correlation: Product Moment and Rank Order Correlation
3.5 Graphic representation of data

Practicum/ Field Engagement
- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Essential Readings

Suggested Readings