UNIVERSITY OF RAJASTHAN
JAIPUR

Curriculum Framework

Bachelor of Education - Special Education
(Learning Disability)
B.Ed. Spl. Ed. (LD)

Norms, Regulations & Course Content

Two year Duration - Semester Scheme (I, II, III & IV)
Session – 2020-21, 2021-22

Registrar (Acad.)
University of Rajasthan
Bachelor of Education - Special Education (Learning Disability) Programme

I. PREAMBLE
Both, the 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 readiness 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 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. (LD) 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. (Learning Disability).

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.

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 Learning Disability (LD).

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

XV. NATURE OF EVALUATION
Internal & External as per University norms; RCI as Statutory body recommends that the (i) cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system, and (ii) Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

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

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

RCI will follow the 10-point grading system following letter grades recommended by the UGC 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>

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.

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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.

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

<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 courses (including optional courses)</td>
<td>6</td>
<td>12</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) / Professional Development Courses</td>
<td>3</td>
<td>06</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>
</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.
Specialization offered (with specific reference to Area C)

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

1. **Learning Disability (LD)**

### AREA A: CORE COURSES

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

### AREA B: CROSS DISABILITY AND INCLUSION

Note:

- 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.
- Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide other than specialization area of LD.
- In case of student-teachers with disability, the choice of two optional courses from B-10 or B-11 can be on case to case basis (e.g. Student-teachers with VI and HI may opt for courses that are appropriate for them across/only from B10 & B11).

| B6 | Inclusive Education |
| B7 | Introduction to Sensory Disabilities (VI, HI, Deaf-Blind) |
| B8 | Introduction to Neuro Developmental Disabilities (LD, MR/ID, ASD) |
| B9 | Introduction to Locomotor & Multiple Disabilities (CP, MD) |
| B10 | Skill Based Optional Course (Cross Disability and Inclusion) ANY ONE |
| a | Guidance and Counselling |
| b | Early Childhood Care & Education |
| c | Applied Behavioural Analysis |
| d | Community Based Rehabilitation |
| e | Application of ICT in Classroom |
| f | Gender and Disability |
| g | Braille and Assistive Devices |
| B11 | Skill Based Optional Course (Disability Specialization) ANY ONE |
| a | Orientation & Mobility |
| b | Communication Options: Oralism |
| c | Communication Options: Manual (Indian Sign Language) |
| d | Augmentative and Alternative Communication |
| e | Management of Learning Disability |
| f | Vocational Rehabilitation & Transition to Job Placement |
### AREA C: DISABILITY SPECIALIZATION COURSES
Institutions / Organizations offering B.Ed. Spl. Ed. are expected to decide on Specific Disability Area for Specialization of LD

<p>| | |</p>
<table>
<thead>
<tr>
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<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)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></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>

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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>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
<td><strong>330</strong></td>
<td><strong>140</strong></td>
<td><strong>Nil</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

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</td>
<td>C12</td>
<td>Camp / Clinic / School, etc. for minimum of fifteen hours</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>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
<td><strong>330</strong></td>
<td><strong>115</strong></td>
<td><strong>385</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

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</td>
</tr>
<tr>
<td>4</td>
<td>Assignment / Project / Presentation</td>
<td>A4/A5</td>
<td>School</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>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>22</strong></td>
<td><strong>450</strong></td>
<td><strong>170</strong></td>
<td><strong>380</strong></td>
<td><strong>550</strong></td>
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</tbody>
</table>

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>
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<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>
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<td>Assignment / Project / Presentation</td>
<td>C16</td>
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</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>
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</table>

[Signature]

Dy. Registrar (Acad.)
University of Rajasthan
JAIPUR
## 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>
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<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><strong>Total</strong></td>
<td></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>
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</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>

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Dy. Registrar (Acad.)
University of Rajasthan
Jaipur
XVI. SCHEME AND DETAILS OF ASSESSMENT OF THEORY COURSES

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

1. Internal Assessment

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

Internal Assessment for Papers A1, A2, A3, A4, A5, C12, C13, C14 & C15 (20 Marks)
   a) Average of two class tests 10 Marks
   b) Written test 10 marks

Internal Assessment for Papers B6, B7, B8, B9, B10, B11, C16, D17, D18 & D19 (10 Marks)
   a) Average of two class tests 05 Marks
   b) Written test 05 marks

2. Semester End Assessment

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

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 x12 = 36 marks)
   b) 04 short answer questions of 07 marks out of 08 questions say 200 words.
      (04 x07 = 28 marks)
   c) 08 very short answer questions 02 marks each. One word/one sentence/max 30 words.
      (08 x02 = 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 x10 = 20 marks)
   b) 02 short answer questions of 06 marks out of 04 questions say 200 words.
      (02 x06 = 12 marks)
   c) 04 very short answer questions 02 marks each. One word/one sentence/max 30 words.
      (04 x02 = 08 marks)

[Signature]
Dr. Registrar (Acad.)
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Jodhpur
PRACTICUM: LD

Semester – I

E 1: Cross disability & inclusion
Credits: 02

<table>
<thead>
<tr>
<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>Classroom Observation</td>
<td>Major Disability</td>
<td>Special school</td>
<td>25</td>
<td>Minimum 30 school Periods</td>
</tr>
<tr>
<td></td>
<td>Other than Major Disability</td>
<td>Minimum 3 Special school for other Disabilities</td>
<td>25</td>
<td>Minimum 30 school Periods</td>
</tr>
<tr>
<td></td>
<td>Any Disability</td>
<td>Inclusive School</td>
<td>10</td>
<td>Minimum 10 school Periods</td>
</tr>
</tbody>
</table>

- 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  
Hours: 60  
Marks: 50

<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>Classroom observation</td>
<td>Major Disability</td>
<td>Special School</td>
<td>30</td>
<td>Observation of all subjects at different level, minimum 30 school periods.</td>
</tr>
<tr>
<td>1.2</td>
<td>a. Micro teaching &amp; simulated lesson on selected skills</td>
<td>General</td>
<td>Institute</td>
<td>5 (planning hours)</td>
<td>5 lessons</td>
</tr>
<tr>
<td></td>
<td>b. Macro teaching &amp; simulated lesson</td>
<td>Major Disability</td>
<td>Institute</td>
<td>5 (planning hours)</td>
<td>5 lessons</td>
</tr>
<tr>
<td>1.3</td>
<td>a. Lesson Planning for subjects selected</td>
<td>Major Disability</td>
<td>For Special school / Inclusive Set up</td>
<td>10</td>
<td>10 lessons</td>
</tr>
<tr>
<td></td>
<td>b. Lesson planning focusing on adaptation, evaluation</td>
<td>Major Disability</td>
<td>Inclusive Set up</td>
<td>10</td>
<td>10 lessons</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 (minimum 5 skills).
### 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 (120)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>a. Classroom observation (Case study)</td>
<td>Major Disability</td>
<td>Special School</td>
<td>30</td>
<td>Minimum 30 school Periods</td>
</tr>
<tr>
<td></td>
<td>b. Visit to other special schools</td>
<td>Major Disability</td>
<td>Special School</td>
<td>10</td>
<td>Minimum 2 schools</td>
</tr>
<tr>
<td>1.2</td>
<td>a. Lesson planning and execution on different levels for all subjects</td>
<td>Major Disability</td>
<td>Special School / Resource Room</td>
<td>20</td>
<td>20 lessons</td>
</tr>
<tr>
<td></td>
<td>b. Lesson planning and execution on different levels for selected subjects</td>
<td>Major Disability</td>
<td>Special School / Resource Room</td>
<td>20</td>
<td>20 lessons</td>
</tr>
<tr>
<td>1.3</td>
<td>Case Study</td>
<td>Major Disability</td>
<td>Special School / Resource Room</td>
<td>30</td>
<td>30 IEPs</td>
</tr>
<tr>
<td>1.4</td>
<td>Observation of support Services</td>
<td>Major Disability</td>
<td>Institute / Clinic</td>
<td>10</td>
<td>Depending on the specialization</td>
</tr>
</tbody>
</table>

#### 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</td>
<td>Major Disability</td>
<td>Special schools for disability specialization</td>
<td>Minimum 25 Lesson</td>
</tr>
</tbody>
</table>

*Note: Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-2 and F-1 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.*
Semester – IV

**E 1: Cross Disability & Inclusion**  
Credits: 04  
Hours: 120  
Marks: 100

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Task for the Student-teachers</th>
<th>Disability Focus</th>
<th>Educational Setting</th>
<th>Hrs. (120)</th>
<th>No. of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Community work / Tour</td>
<td>Community perspective (Anganwadi, Grampanchayat)</td>
<td>Rural / Semi-urban</td>
<td>70</td>
<td>Visit report</td>
</tr>
<tr>
<td>1.2</td>
<td>Collaborative teaching</td>
<td>Any Disability</td>
<td>Resource Room/ Home based / Inclusive Schools</td>
<td>10</td>
<td>10 lessons</td>
</tr>
<tr>
<td>1.3</td>
<td>Case study 2 (individualized)</td>
<td>Any Disability</td>
<td>Special schools for other disabilities/ Resource Room/ Inclusive schools/ Home based</td>
<td>20</td>
<td>20 lessons</td>
</tr>
<tr>
<td>1.4</td>
<td>Group Teaching lessons</td>
<td>Any Disability</td>
<td>Inclusive Schools</td>
<td>20</td>
<td>20 lessons</td>
</tr>
</tbody>
</table>

**Area F2: Other Disability Special School**  
Credits: 04  
Hours: 120  
Marks: 100

<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>Other than Major disability</td>
<td>Special School for other disabilities</td>
<td>Minimum 25 Lesson</td>
</tr>
</tbody>
</table>

**Area F3: Inclusive School**  
Credits: 04  
Hours: 120  
Marks: 100

<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>

*Note: 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.*
## AREA - A
### CORE COURSES

<table>
<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>A1</td>
<td>Human Growth &amp; Development</td>
</tr>
<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>

[Signature]

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University of Rajasthan
JAIPUR
HUMAN GROWTH & DEVELOPMENT

Course Code: A1  Credit: 8
Contact Hours: 60  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 (Bronfenbrenner)
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
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

CONTEMPORARY INDIA AND EDUCATION

Course Code: A2                          Credit: 04
Contact Hours: 60                       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

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JAIPUR
Unit 4: Education Commissions and Policy (School Education)

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


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

  [http://www.mkgandhi.org/speeches/speechMain.htm](http://www.mkgandhi.org/speeches/speechMain.htm)
LEARNING, TEACHING AND ASSESSMENT

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

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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
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, close set/open set and other innovative measures) Meaning and procedure
5.2 Typology and levels of assessment items: Multiple 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 practices 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 concept 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


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

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.
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.

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Essential Readings

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

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4 (Part II)  
Contact Hours: 60

Credits: 04
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 & without 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 Taxonomy 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
2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

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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 Laborotory- 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, Cussionaire 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

5.1 Assessment and Evaluation- Concept, Importance and Purpose
5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
5.4 Preparation of Diagnostic and Achievement Test
5.5 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

Essential Readings


Suggested Readings

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: AC 4 (Part III)  Credits: 04
Contact Hours: 60  Marks: 100

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
  
  • 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
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

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Essential Readings


Suggested Readings

पाद्यकम के उद्देश्य — प्रस्तुत पाद्यकम द्वारा विद्वान्यों इस योग्य होगे कि —

- व्यस्त तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होगे।
- मूलभूत भाषा धारियों और भाषा अभिविभेद में उनकी भूमिका का अनुमय करेंगे।
- इक्काई नियोजन और पाठ योजना की प्रक्रिया में मुख्य होंगे।
- हिंदी शिक्षण के विशिष्‍ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।
- हिंदी शिक्षण के अभिविभेद शब्दों की प्राप्ति के लिए प्रत्येक शिक्षण विभाग का प्रयोग करेंगे।
- हिंदी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में विस्तार करेंगे।
- भाषा अभिविभेद में सत्ता एवं व्यापक मूलभूत प्रविष्टि के उपयोग कुलसमूह से प्रविष्टि करेंगे।
- भाषा अभिविभेद में विद्वान्‍यों के कठिनाइयों के निर्धारण के लिए नीतिशासक अनुसूचित का प्रयोग करेंगे।
- विभिन्न विभागों और विभिन्न विभागों निर्माण की प्राप्ति का उपयोग करेंगे।

पाद्यकम

इक्काई 1 — भाषा, हिंदी भाषा की प्रकृतियाँ और प्रयोज्यता।

1.1 भाषा का प्रत्यक्ष और उपयोगिता।
1.2 वेस्टी, विषय और वातावरण का प्रत्यक्ष।
1.3 विषय, सामाजिक, व्यापार, शासनीय, सामाजिक एवं विद्यालय भाषा का योगदान।
1.4 हिंदी भाषा का नामकरण, संस्कृत से हिंदी के उद्देश्य की प्रक्रिया।
1.5 विद्यालय और भौगोलिक भाषा के संबंध में हिंदी का विकास का आकलन।
1.6 गृह-गृह भाषा वीस्टी — श्रवण, व्यापार, पत्र और लेखन का परिचय।

इक्काई 2 — पाद्यकम संबंध

2.1 हिंदी साहित्य का सामाजिक परिचय।
2.2 हिंदी ग्रंथ साहित्य की प्रमुख विधियाँ — कहानी, नाटक और महाकाव्य।
2.3 हिंदी ग्रंथ साहित्य की आधुनिक विधियाँ — उपन्यास, वातावरण, जीवनी, अन्तर्विष्ट और संस्कृत।
2.4 हिंदी व्याकरण में उद्धृतकों और संबंधित से संबंधित प्रविष्टि।
2.5 नामक्रियाकरण पर हिंदी पाद्यकम में हुए परिवर्तनों का आकलन।

इक्काई 3 — भाषा अभिविभेद की प्रकृतियाँ और पाठ नियोजन

3.1 नामक्रियाकरण पर हिंदी विभाग के स्तर और उद्देश्य।
3.2 इक्काई नियोजन का प्रयोग, इक्काई महत्त्व और निर्माणदिशा।
3.3 पाठ्यक्रम का परिचय, उपयोग और महत्त्व।
3.4 पाठ्यक्रम के चरण और उनका क्रियान्वयन।
3.5 हिंदी विषय के हालातक, वर्तमान, कौशलता और उच्चता उद्देश्यों का निर्धारण।
3.6 विभिन्न उद्देश्यों का व्यवहारिक प्रकार विशेषताओं में लेखन।
3.7 पाठ रोजना के संरचनात्मक उपाय से परिवर्तन और अन्याय।

इकैल 4 — हिंदी की विषय विषयों के शिक्षण की विधियों का परिचय और उपयोग

4.1 ग्रामीण विषयों में पाठ शिक्षण की उपयोगिता।
4.2 पाठ शिक्षण की अन्य विषयों, व्याख्या, विशेषण और संयुक्त विधि का परिचय और इसकी समीक्षा।
4.3 ग्रामीण विषयों के पाठ्यक्रम में पाठ के समावेश की उपयोगिता।
4.4 पाठ शिक्षण की रचनात्मक शिक्षण, ख्यातनाम, व्याख्या और समीक्षा विधि का परिचय और इसकी उपयोगिता का आकर्षण।
4.5 ग्रामीण राज्य पर ख्यातनाम शिक्षण की आवश्यकता और उपयोगिता।
4.6 व्यक्तिगत विषय की निगमन, आयाम, भाषा और पाठ-पुस्तक विषयों का मूल्यांकन।

इकैल 5 — भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग

5.1 विषय उपकरणों का चयन, महत्त्व और लाभ।
5.2 अधिगम-शिक्षण के रूप में उपकरणों के प्रकार।
5.3 दूर उपकरणों — स्निकेट, चार्ट, वैकल, धनरिवृक्ष, प्रतिरूप, कार्यशैल प्रतिरूप और फलींग कार्य की प्रयोग विधि।
5.4 अन्य उपकरणों — टॉपिकल डिस्क व फाइल के प्रयोग की विधि और अन्याय।
5.5 ग्रंथि अन्य उपकरणों — अलबर्ट, पत्रिका और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
5.6 वैद्युतिक उपकरणों — टेलीविजन, कम्प्यूटर और विज्ञान के सहायक उपकरणों के रूप में प्रयोग की विधि और अन्याय।
5.7 भाषा अधिगम ने भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकैल 6 — भाषा अधिगम के मूल्यांकन की प्रविधि

6.1 मूल्यांकन की संकलन, उद्देश्य और महत्त्व।
6.2 संस्करण एवं व्यापक मूल्यांकन का संरचन।
6.3 लेखन, पत्र, शृंखला, सुझाव, तीजलेखन, हर्षित लेखन, आशुमार्गण और कामरण का संरचन एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
6.4 कार्यालय दाताओं की गतिविधियों — गीत, अभिनेत्र, संगीत, क्रियाकलाप और नेतृत्व के गुणों का संरचन एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
6.5 विश्लेषणों द्वारा भाषा अधिगम का संरचित क्रमण।

इकैल 7 — वित्तीय रूप सामग्री के रूप में विषय

7.1 अनुष्ठान के विषय की आवश्यकता और महत्त्व।
7.2 वित्तीय दैनिक और बीमा विषयों के निदान।
7.3 विश्लेषणों के विषय मसीहों के निदान और समाबेश के लिए वित्तीय अनुसंधान का प्रयोग।
7.4 पाठ्यक्रम, सहायता सामग्री और पाठ्यविषयों का अलंकरण और विवेचन।

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7.5 पाठ्यक्रम, सहायक सामग्री और पाठ्यविषयों पर विचारविचार और अभिव्यक्तियों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य –

- आयुर्विज्ञान माना के रूप में हिंदी के पुस्तकों और साहित्य का अनुसंधान विस्तार।
- हिंदी विषय की किताबों दो अध्ययन विधियों का प्रयोग एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिंदी विषय के स्तर, वाचन और लेखन अध्ययन के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रतिरोध के उपयोग का विवरण।
- चित्तकर दैनिक, पॉर्टफोलियों और आलोचनात्मक विवरणों के उपयोग की समीक्षा और इनकी प्रतिक्रिया का प्रस्तुतिकरण।

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सन्दर्भ पुस्तकें –

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PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (Part V)  
Contact Hours: 60

Credits: 04  
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 second language in Indian context.

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

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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

Essential Readings


• IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7). IGNOU, New Delhi.

Suggested Readings


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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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INCLUSIVE EDUCATION

Course Code: B 6
Credit Hours: 30
Marks: 02

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: Policies & 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
3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions 8 Hours
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 Hours
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                                      Credits: 02
Contact Hours: 30                                      Marks: 50

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.
- 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

- 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

- 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

- 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 deaf-blindness
- Journal based on observations of teaching children with sensory disabilities

### Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

### Essential Readings


Suggested Readings


INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

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

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

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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


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
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, Tuberculosis 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


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

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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

APPLIED BEHAVIOUR ANALYSIS

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

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

COMMUNITY BASED REHABILITATION

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

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

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)  
Contact Hours: 30
Credits: 02  
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)

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
2.3 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)
1. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
2. Prepare a PPT by inserting photos and videos on a topic of your choice
3. Create your email account as well as design a blog

Essential Readings

Suggested Reading
GENDER AND DISABILITY

Course Code: B 10(F)  
Credits: 02

Contact Hours: 30  
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
   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

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.

Essential Readings

Suggested Readings


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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.
- 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

- A Restatement of the Layout, Definitions and the Rules of the Standard English


Suggested Readings

- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of


  New Delhi.

ORIENTATION AND MOBILITY

Course Code: B 11(A)  
Credit: 02

Contact Hours: 30  
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: Trails, 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

2.1 Grip
2.2 Stance
2.3 Hand Position
2.4 Speed Control

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)  
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 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

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

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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 Fulfiling 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

- Dhvanit (English), Balvidyalaya Publication, Chennai.

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

Suggested Readings

• Resource Book on Hearing Impairment. AYJNIHH Publication, Mumbai.
• 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 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 identity.
- 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

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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
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 AYJNIHFL, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
Suggested Readings

- Websites for Signed Dictionaries.
AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: B 11(D)  
Contacts Hours: 30  
Credits: 02  
Makrs: 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 frame work 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
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

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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:

- Warrick, A., & Kaul, S. (1997). Their manner of speaking: augmentative communication 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 Marlborough Lodge, Nuffield Orthopaedic Centre, Oxford OX3 7 LD
MANAGEMENT OF LEARNING DISABILITY

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

Credits: 02  
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

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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 a checklist for screening L.D
- 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


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 vocational Institution
Suggested Readings

AREA - C
DISABILITY SPECIALIZATION COURSES

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

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Disability Specialization

LEARNING DISABILITY
Course Code: C 12
Contact Hours: 60

ASSESSMENT AND IDENTIFICATION OF NEEDS

Credits: 04
Marks: 100

Introduction
This course is planned to orient and educate the student-teachers on understanding the condition of Learning Disability (LD), the various types of LD and acquiring the skills of assessment in different domains and curricular areas, and diagnosing the condition. Along with the exposure to the standardized tools of assessment, the informal assessment tools are introduced. The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning.

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

- Comprehend the concept, the history, causes and manifestations of Learning Disability.
- Describe and differentiate among different types of Learning Disability.
- Understand the assessment and the assessment procedures for Learning Disability diagnosis.
- Explain the domains and tools for assessment.

Unit 1: Introduction to Learning Disability (LD)
1.1 LD: Definition and concept
1.2 History of LD
1.3 Etiology of LD- medical and social
1.4 Co-morbidity with LD – ADHD
1.5 LD across the life span

Unit 2: Types of LD
2.1 Specific LD in Reading
2.2 Specific LD in Writing
2.3 Specific LD in Mathematics
2.4 Dyspraxia
2.5 Non-verbal LD

Unit 3: Assessment of LD
3.1 Concept of screening and identification
3.2 Identification criteria – DSM 5
3.3 Differential diagnosis
3.4 Assessment tools – standardized (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs
3.5 Portfolios, checklists, rating scales, anecdotal records, observation schedules
Unit 4: Domains of Assessment
4.1 Motor
4.2 Perceptual
4.3 Cognitive
4.4 Social-Emotional
4.5 Language

Unit 5: Assessment of Curricular Areas
5.1 Readiness skills
5.2 Reading
5.3 Spelling
5.4 Writing
5.5 Mathematics

Transaction
This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the process of arriving at differential diagnosis. The teacher trainees have to acquire the skill of developing Teacher Made Tests for assessment. Keeping this in mind, the transaction of Unit 4 and 5 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience.

Course Work/ Practical/ Field Engagement:
- Movie review to understand the condition of LD
- Diagnosing the case based on case profiles
- Development of TMTs to assess various domains and curricular areas

Essential Readings

Suggested Readings
CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course Code: C 13
Contact Hours: 60

Introduction
This course covers all about curriculum. The first unit is about different designs of curriculum wherein the UDL needs to be looked at from the inclusive education perspective. The second unit needs to be studied as the emphasis is on inclusion, hence curriculum hierarchies are essential to be understood. Unit three and four are about instructional planning and adaptations that will benefit students with learning disability. Unit five is on evaluation where different kinds of evaluation have to be studied, so as, to be able to choose the appropriate tool for evaluation.

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

- Describe the principles, types, and areas of curriculum.
- Acquire knowledge about learning hierarchies to help planning.
- Discuss the different instructional planning and its use.
- Demonstrate skills in applying different adaptations for inclusive education.
- Make effective use of different forms of evaluation.

Unit 1: Curriculum Design

1.1 Curriculum design– Concept, Definition and Principles
1.2 Principles of Inclusive Curriculum
1.3 Types of curriculum– Core, Collateral, Support, Hidden
1.4 Universal design of learning for curriculum development
1.5 NCF
1.6 Curriculum Design and Development: Subject centred, learner centred (CWLD), Learning centred

Unit 2: Curriculum Hierarchies

2.1 Reading (English and any Regional language)
2.2 Writing
2.3 Mathematics
2.4 Science
2.5 Social studies

Unit 3: Instructional Planning

3.1 Models of instructional planning – ADDIE
3.2 Taxonomies of learning – Cognitive (Bloom’s and Anderson), Psychomotor & Affective
3.3 Elements of lesson plan - 5 E plan
3.4 Models of teaching – CAM,
3.5 Pyramid plan
Unit 4: Adaptation, Modification, Accommodation

4.1 Definition and concept of adaptation, modification, accommodation
4.2 Principles and steps of adaptation
4.3 Differentiated instruction
4.4 IEP
4.5 Classroom management – cooperative, collaborative, arrangement

Unit 5: Assessment & Evaluation

5.1 Assessment & Evaluation - Concept, definition, scope
5.2 Types of Assessment - Alternative, Authentic, Performance based, Subject based portfolio
5.3 Evaluation - Formative, Summative, CCE
5.4 Development of question paper (table of specifications)
5.5 Tools of evaluation - Rubrics grading, marking schemes

Transaction

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student. Hence direct instruction alone will not help. Experiential method, task analysis, discussion, role play, reader’s theatre, debates; teach reteach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

Course Work/ Practical/ Field Engagement

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

Essential Readings


Suggested Readings


INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14
Contact Hours: 60
Credit: 04
Marks: 100

Introduction

This course will provide insight into the conceptual framework of the area of interventions and strategies. It will familiarize the student-teachers with the approaches and tools of assessment and seeks to develop an understanding of how interventions in the areas affected can be instrumental in enhancing performance. The course will prepare the student-teachers in helping children with learning disabilities by developing appropriate strategies and intervention plans for them. This will prepare them to work with students in clinical as well as classroom set-ups and arm them with programmes for assessment, goal setting, reviewing and reporting the success of the intervention targets.

Objectives

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

- Explain the purpose and define the principles of educational intervention.
- Discuss the various Teaching Strategies across the curricular hierarchies.
- Link the teaching Strategies to the curricular areas.
- Provide specific strategies for core and collateral curriculum.
- Plan Programme for skill, process and curricular deficits.

Unit 1: Conceptual Framework of Educational Interventions

1.1 Definition, purpose, scope and principles of educational intervention
1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)
1.3 Steps of intervention
1.4 Cascade of services and Response to Intervention
1.5 Issues and ethics in educational intervention

Unit 2: Educational Interventions for Processing Deficit

2.1 Attention
2.2 Perception
2.3 Memory
2.4 Thinking
2.5 Meta-cognition

Unit 3: Reading and Writing Interventions

3.1 Principles of intervention in reading and writing
3.2 Strategies for developing word recognition skills, fluency and comprehension
3.3 Strategies for developing handwriting, spelling and written expression
3.4 Strategies for Reading and writing across the curriculum
3.5 Strategies for differentiation and inclusion in the classroom
Unit 4: Interventions for Mathematics

4.1 Principles for interventions in mathematics
4.2 Strategies for developing mathematical concepts
4.3 Strategies for developing computation, automaticity [timed tasks] and application
4.4 Strategies for problem solving
4.5 Accommodations [Calculators, Computers] in the mainstream classroom

Unit 5: Intervention in Life Skills

5.1 Strategies for developing Social skills
5.2 Strategies for developing Study skills
5.3 Strategies for self-assessment and advocacy
5.4 Strategies for soft skills [presenting self, time management, decision making]
5.5 Preparation for Independent Living; Career Planning, leisure and recreation

Transactions
This course will be dealt with using lectures followed by projects in specific processing deficits and specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

Course Work/ Practical/ Field Engagement

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

Essential Readings


Suggested Readings


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TECHNOLOGY & DISABILITY

Course Code: C 15
Contact Hours: 60
Credit: 04
Marks: 100

Introduction
This course covers the integration of technology in the teaching learning process of the students with learning disability. It's important to remember that the assistive technology is to support or reduce the barrier to learning. The focus must be on what the device or software does for the individual/student not on the device itself. The units progress from understanding the meaning scope, to the use of technology for teaching and learning and ends with the issues that one faces while dealing with technology.

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

- Explain the meaning, scope and use of Technology.
- Analyse the learning needs in relation to Technology.
- Understand and use the various types of technology for presenting, engaging and evaluating.
- Discuss the trends and issues related to the use of technology.

Unit 1: Concept of Technology

1.1 Meaning, Nature, Scope and Significance of Technology
1.2 Types /tools of technology – Projector, Smart board, Software and ipad, Ipod, Tablets, Mobiles
1.3 Technology Integration vs technology use in the curriculum
1.4 Assistive technology: Meaning and scope
1.5 Role & Use of AT for children with LD

Unit 2: Learning Needs of CWLD

2.1 Communication
2.2 Reading
2.3 Writing
2.4 Mathematics
2.5 Self management

Unit 3: Technology for Presentation & Expression (Input and Output)

3.1 Classroom Presentation & Expression: Concept & scope
3.2 Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers
3.3 Auditory - text to voice, screen readers, FM Listening Systems, podcast
3.4 Cognitive – graphic organisers
3.5 Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost

100
Unit 4: Technology for Classroom Engagement

4.1 Classroom engagement – Meaning and components
4.2 Reading, Writing & Mathematics - Talking books, recorder, Optical character recognition, Speech recognition systems, Alternative writing surfaces, pencil grips, podcast, Proof reading software, Talking calculators, Electronic math worksheets, Fluidity software
4.3 Organising - sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers
4.4 Types programme- drill & practice, Simulations, Games, Tutorial
4.5 Consideration for selection of programmes and tools in an inclusive class

Unit 5: Trends & Issues in Using Technology

5.1 Digital natives & Immigrants
5.2 From Isolation to inclusion
5.3 Parent/family involvement
5.4 Cyber Safety
5.5 Evaluation of impact of technology- Social, ethical and human

Transaction

This unit focuses on assistive technology, hence while taking it ahead, it's important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.

Transaction for all units must be through experiential learning, discussion, debate, research & review, design and problem solve (Unit 2 & 3), colloquia (with instructional designers, software developers).

CourseWork/ Practical/ Field Engagement

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

Essential Readings

Suggested Readings

Course Code: C 16
Contact Hours: 30

Introduction
This course gives an overview of psychosocial domains, stages, characteristics and manifestations of psychosocial behaviours at home and in community settings. It also deals with family dynamics and parenting styles and parent empowerment. It also lays stress on the importance of stress management, family counselling and social and emotional wellbeing.

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

- Explain the concept of psycho-social issues.
- Reflect on various dimensions of psycho-social issues among children with learning disabilities.
- Understand various family issues children with LD.
- Learn the importance of intervening strategies and ways of handling issues.
- Discuss the concept of networking and liaising with the parents, community, family, school and NGO’s.

Unit 1: Overview of Psycho-social Domains
1.1 Psychosocial domains - Meaning and components - Cognitive, Affective, Social
1.2 Stages of Psychosocial development
1.3 Psychosocial characteristics of children with LD
1.4 Manifestations of psychosocial behaviour at home, school and society
1.5 Causative factors - self and others

Unit 2: Family Dynamics
2.1 Family structure and its functioning
2.2 Parenting styles and home environment
2.3 Needs and concerns of family
2.4 Needs and concerns of child with LD
2.5 Empowering Parents - Resource management, legal provisions

Unit 3: Nurturing Social Emotional Wellbeing
3.1 Strategies for developing positive self-concept
3.2 Social skill training
3.3 Stress management
3.4 Family counseling
3.5 Networking and liaising with students, parents, community and NGO’s

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Transaction
This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, t-tubes and movies to understanding of the issues at hand.

Course Work/ Practical/ Field Engagement
- Observe and identify psycho-social problems of any LD student of the class during school internship programme. Give detailed description along with intervention performed.
- Design a Scrapbook on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles from various sources and present in class for critical analysis and understanding.

Essential Readings

Suggested Readings
- Kelly, K. (2006). You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder
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  
Credits: 02  
Contact Hours: 30  
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 organisation 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)
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

PERFORMING AND VISUAL ARTS

Course code: D 18  
Credits: 02  
Contact Hours: 30  
Marks: 50  

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 adoptive 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

- 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
Credits: 02
Marks: 50

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

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