



**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID), Semester-II**

Course Code	<b>UE02COBES23</b>	Title of the Course	<b>Learning, Teaching and Assessment</b>
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> <li>1. This course will initiate learners to understand learning theories and how these theories translate into teaching and learning actions.</li> <li>2. Assessment of learning as a continuous process is focused to identify the progress or difficulties faced by the students.</li> <li>3. The course addresses the learning needs of persons with disabilities, and the supports that the teacher needs to address in diverse educational settings.</li> </ol>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<p><b>Human Learning and Intelligence</b></p> <p><b>1.1</b> Human learning: meaning, definition and concept formation</p> <p><b>1.2</b> Learning theories:</p> <ul style="list-style-type: none"> <li>• Behaviourism: Pavlov, Thorndike, Skinner</li> <li>• Cognitivism: Piaget, Bruner</li> <li>• Social Constructivism: Vygotsky, Bandura</li> </ul> <p><b>1.3</b> Intelligence:</p> <ul style="list-style-type: none"> <li>• Concept and definition</li> <li>• Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)</li> </ul> <p><b>1.4</b> Creativity: Concept, Definition and Characteristics</p> <p><b>1.5</b> Implications for Classroom teaching and learning in special and inclusive class room settings</p>	20
2.	<p><b>Learning Process and Motivation</b></p> <p><b>2.1</b> Sensation: Definition and Sensory Process</p> <p><b>2.2</b> Attention: Definition and Affecting Factors</p> <p><b>2.3</b> Perception: Definition and Types</p> <p><b>2.4</b> Memory, Thinking, and Problem Solving</p> <p><b>2.5</b> Motivation: Nature, Definition and Maslow's Theory</p>	20
3.	<p><b>Teaching Learning Process</b></p> <p><b>3.1</b> Maxims of Teaching</p> <p><b>3.2</b> Stages of Teaching: Plan, Implement, Evaluate, Reflect</p> <p><b>3.3</b> Stages of Learning: Acquisition, Maintenance, Generalization</p> <p><b>3.4</b> Learning Environment: Psychological, Social and Physical</p> <p><b>3.5</b> Leadership role of teacher in special and inclusive Classroom, school and community</p>	20





4.	<p><b>Overview of Assessment and School System</b></p> <p><b>4.1</b> Assessment: Conventional meaning and constructivist perspective</p> <p><b>4.2</b> ‘Assessment of Learning’ and ‘Assessment for Learning’: Meaning and difference</p> <p><b>4.3</b> Comparing and contrasting assessment, evaluation, measurement, test and examination</p> <p><b>4.4</b> Formative and summative evaluation, Curriculum Based Measurement, with particular references to students with disabilities/diverse learning needs</p> <p><b>4.5</b> Key concepts in evaluation: Marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement options</p>	20
5.	<p><b>Assessment: Strategies and Practices</b></p> <p><b>5.1</b> Strategies: Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures- Meaning and procedure</p> <p><b>5.2</b> Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level</p> <p><b>5.3</b> Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions</p> <p><b>5.4</b> Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations and accommodations;</p> <p><b>5.5</b> School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF), Right to Education Act (RTE, 2009), National Policy on Education (NEP, 2020), Rights of Persons with disabilities Act (RPwD Act, 2016)</p>	20

<b>Teaching-Learning Methodology</b>	<p>The concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs in different settings and what can be the suitable means of its assessment. Evaluation may be done by asking the learners to interact with children with and without disabilities in any learning environment and present a report of the same.</p>
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Sr. No.	<b>Course Work/ Practical/ Field Engagement</b>
1.	Observe children in a class in special, regular and inclusive schools respectively and describe similarities and differences in teaching-learning contexts and submit a report.
2.	Prepare a Self-study report on individual differences among learners.
3.	Compile three curriculum-based assessment tools in any one subject area by doing a web search,





	write a report.	
<b>Evaluation Pattern</b>		
<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

<b>Course Outcomes: Having completed this course, the learner will be able to</b>	
1.	Discuss the theories of learning and intelligence and their applications for teaching children
2.	Analyse the learning process, nature and theory of motivation
3.	Describe the stages of teaching and learning and the role of teacher
4.	Demonstrate understanding of the teaching learning process including focus on students with and without diverse learning needs
5.	Analyse the scope and role of assessment in teaching learning process including focus on students with and without disabilities

<b>Essential &amp; Suggested References:</b>	
<b>S. No.</b>	<b>References</b>
1.	<b>Suggested Readings:</b> Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. New Delhi: Jain Book Agency.
2.	Chauhan, S.S. (2013). Advanced Educational Psychology. New Delhi: Jain Book Agency
3.	King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education. San Diego: Singular Publishing Group.
4.	Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. New Delhi: McGraw Hill Education (India) Private Limited.





5.	Salvia, J., Ysseldyke, J. E. and Bolt, S. (2007). Assessment in Special and Inclusive Education. Boston: Houghton Mifflin Company.
6.	Whitcomb, S., & Merrell, K.W. (2012). Behavioural, Social, and Emotional Assessment of Children and Adolescents, New York: Routledge.
7.	Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11 <sup>th</sup> ed). New Delhi: Pearson Publication.
8.	<a href="https://sites.google.com/site/webresourcesforlearning/home">https://sites.google.com/site/webresourcesforlearning/home</a>
9.	<a href="https://www.cambridgeenglish.org/teaching-english/professional-development/cambridgeenglish-teaching-framework/teaching-learning-and-assessment/">https://www.cambridgeenglish.org/teaching-english/professional-development/cambridgeenglish-teaching-framework/teaching-learning-and-assessment/</a>
10.	<a href="http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories">http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories</a>
11.	<a href="https://www.ncbi.nlm.nih.gov/books/NBK562189/">https://www.ncbi.nlm.nih.gov/books/NBK562189/</a>
On-line resources to be used if available as reference material	
On-line Resources	

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**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID), Semester-II**

Course Code	<b>UE02CEBES21</b>	Title of the Course	<b>Pedagogy of Teaching Science</b>
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<p>The course will help the learners to generate their student's interest for learning science and develop a scientific attitude.</p> <p>It is designed to equip the learners to teach science using innovative methods, techniques and teaching learning material to students with &amp; without disabilities.</p>
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<i>Course Content</i>		
Unit	Description	Weightage*(%)
1.	<p><b>Nature and Significance of Science</b></p> <p>1.1 Nature, Scope, Importance and Value of Science</p> <p>1.2 Science As an Integrated Area of Study</p> <p>1.3 Science and Modern Indian Society: Relationship of Science and Society</p> <p>1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament</p> <p>1.5 Role of Science for Sustainable Development</p>	15
2.	<p><b>Planning for Instruction</b></p> <p>2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School</p> <p>2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms</p> <p>2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences</p> <p>2.4 Unit Planning – Format of A Unit Plan</p> <p>2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis</p>	15
3.	<p><b>Approaches and Methods of Teaching Sciences</b></p> <p>3.1 Pedagogic principles, Process Approach, Direct Experience Approach, Inductive-Deductive Approach</p> <p>3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)</p> <p>3.3 Project Method, Survey, Field-inquiry and Heuristic Method</p> <p>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</p>	15





	3.5 Constructivist, phenomenological and computational thinking approaches and their application in Teaching Science	
4.	<p><b>Learning Resources with reference to Children with Disabilities for Teaching Science</b></p> <p>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)</p> <p>4.2 Importance of science learning and enrichment activities- Science Circles, Topic-based and Project-based club (eg. Eco-club, Health and well-being club), Science Exhibition, activities in tinkering laboratory, Science journals for learners, science-tech activities, and Significance of enrichment activities with reference to Children with Disabilities</p> <p>4.3 The Science Laboratory-Planning organization of Lab, storage, adaptation in science lab and apparatus, science apparatus for all learners (UD-equipment), Assistive technology for learning science and Virtual/digital/app-based science laboratory, Safety of learners and scientific Equipments, Significance of science lab (physical/virtual) with reference to Children with Disabilities</p> <p>4.4 Aquarium, Vivarium – Role in learning science, setting, care &amp; maintenance</p> <p>4.5 Museum, Botanical, Zoological and Herbal Garden: Role in learning science, project and field work activities.</p>	15
5.	<p><b>Assessment and Evaluation</b></p> <p>5.1 Assessment and Evaluation- Concept, Nature and Need, Flexibility in assessment</p> <p>5.2 Norm Referenced &amp; Criterion Referenced Evaluation, School based Assessment: Concept and Significance, Holistic Assessment</p> <p>5.3 Tools and Techniques for Formative and Summative Assessments</p> <p>5.4 Preparation of Diagnostic Test, Achievement Test and holistic development Report card.</p> <p>5.5 Adaptations of Evaluation Procedure with Reference to Children with Disabilities</p>	40

<b>Teaching-Learning Methodology</b>	Transaction of this course will include active engagement of learners in science activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-science labs, virtual labs, schools and classrooms, field-trips to science-park/garden/museum/other science-learning establishments, projects and assignments, participation in quizzes, seminars, exhibitions and competitions.
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Sr. No.	<b>Course Work/ Practical/ Field Engagement</b>
1.	Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.





2.	Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities
3.	Curricular adaptations for teaching Sciences to students with disabilities
4.	Designing/adaptation in science apparatus to facilitate participation of children with disabilities in science-learning activities (any five of your choice).
5.	Exploring and using teaching- learning apps/e-content suitable to teach scientific concepts to children with disabilities in an inclusive classroom.

***Evaluation Pattern***

<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

***Course Outcomes: Having completed this course, the learner will be able to***

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

***Essential & Suggested References:***

<b>S. No.</b>	<b>References</b>
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1.	Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications
2.	Bybee, R. (2010). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
3.	Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
4.	Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
5.	Joshi, S. R. (2005). Teaching of Science New Delhi: A.P.H Publishing Corporation.
6.	Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press
7.	Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
8.	Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
9.	Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
10.	Mukhopadhyay, S., Jangira, N. K., Mani, M.N.G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
11.	Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
12.	NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
13.	NCERT (2013). Pedagogy of Science-Physical Science (Part-I). Textbook for B.Ed. New Delhi: NCERT.(available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
14.	NCERT (2016). In-Service Training Programme Pedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
15.	NCERT (2019). Pedagogy of Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
16.	NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
17.	NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun





18.	Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
19.	Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
20.	Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
21.	Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
22.	Singh, V.K. (2014). Teaching Science and Mathematics to all Children at the Secondary Level (Inclusive Education). In-service Teachers Professional Development (ITPD) package for teachers of the secondary stage. Department of Education in Science and Mathematics, New Delhi NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
23.	NCERT (2015). Including Children with Special Needs-Upper Primary. New Delhi NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
24.	Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merrill Publishing Company
25.	Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
26.	UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
27.	Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
28.	Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
29.	Rao, V.K. (2004). Science Education. APH Publishing Corp., New Delhi.

On-line resources to be used if available as reference material

On-line Resources

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**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID), Semester-II**

Course Code	<b>UE02CEBES22</b>	Title of the Course	<b>Pedagogy of Teaching Mathematics</b>
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> <li>1. The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject.</li> <li>2. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning materials for children with &amp; without disabilities.</li> </ol>
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**Course Content**

Unit	Description	Weightage*(%)
1.	<b>Nature of Mathematics</b> <b>1.1</b> Meaning, Nature, Importance and Value of Mathematics <b>1.2</b> Axioms, Postulates, Assumptions and Hypothesis in Mathematics <b>1.3</b> Historical Development of Notations and Number Systems <b>1.4</b> Contribution of Mathematicians (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras) <b>1.5</b> Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development	20
2.	<b>Objectives and Instructional Planning in Mathematics</b> <b>2.1</b> Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools <b>2.2</b> Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioral Terms <b>2.3</b> Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry <b>2.4</b> Unit Planning – Format of A Unit Plan <b>2.5</b> Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc.	20
3.	<b>Strategies for Learning and Teaching Mathematics</b> <b>3.1</b> Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts <b>3.2</b> Learning by Exposition: Advanced Organizer Model <b>3.3</b> Methods of Teaching- Mathematics experiencing activities, Inquiry-based teaching-learning, Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, Project and Integrating Science, Technology, Engineering, Arts and Mathematics (STEAM) approach	20





	<p><b>3.4</b> Techniques of Teaching Mathematics: Indian Knowledge System/Indigenous knowledge and practices, Oral Work, Written Work, Drill-Work, Brain- Storming and Computer Assisted Instruction (CAI), integration of arts, sports and science in teaching mathematics</p> <p><b>3.5</b> Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situational/ Contextual Learning and computational thinking</p>	
4.	<p><b>Teaching-Learning Resources in Mathematics for Students with Disabilities</b></p> <p><b>4.1</b> Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance</p> <p><b>4.2</b> 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</p> <p><b>4.3</b> Mathematics learning and enrichment activities-Mathematics Club, Topic centred and project-based clubs, Quiz and debate clubs, Maths Olympiads and competitions</p> <p><b>4.4</b> Mathematics learning devices: Abacus, Cuisenaire Rods, Fractional Discs, Napier Strips</p> <p><b>4.5</b> Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents and other digital materials, Calculators, Computers, Smart Boards, Multimedia Presentations, and Special, adapted and universally designed mathematical learning aids for Children with Disabilities</p>	20
5.	<p><b>Assessment and Evaluation for Mathematics Learning</b></p> <p><b>5.1</b> Assessment and Evaluation- Concept, Importance and Purpose, Flexibility In assessment</p> <p><b>5.2</b> Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures</p> <p><b>5.3</b> Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, School Based Assessment in Mathematics and assessment of holistic development</p> <p><b>5.4</b> Preparation of Diagnostic, Achievement Test and holistic development report card</p> <p><b>5.5</b> Adaptations in Evaluation including techno-based evaluation Procedure for Students with Disabilities</p>	20

<b>Teaching-Learning Methodology</b>	Transaction of this course will include active engagement of learners in mathematics learning activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-mathematics labs, virtual labs, schools and classrooms, fieldtrips for mathematical survey and Indian Knowledge System, projects and assignments, participation in quizzes, workshops and seminars, exhibitions and competitions.
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Preparation of a multimedia presentation on a topic with special reference to students with disabilities
2.	Designing procedures of assessment through multiple evidences to ensure understanding of mathematical concepts, skills and capacities (e.g., Procedural fluency, Computational thinking, problem solving etc.)- designing individual and group activities for assessment, assignments, projects, real-life experiences, question papers, quizzes etc.
3.	Analysing errors committed by school children in Mathematics and preparing a remedial plan
4.	Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

***Evaluation Pattern***

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

***Course Outcomes: Having completed this course, the learner will be able to***

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

***Essential & Suggested References:***

S. No.	References
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<b>Recommended Readings</b>	
1.	Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.
2.	Chambers, P. (2010). Teaching Mathematics. Sage Publication, New Delhi.
3.	Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.
4.	David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
5.	David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
6.	Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
7.	James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
8.	Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London.
9.	Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
10.	Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.
11.	Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
12.	Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.
13.	NCERT (2012). Pedagogy of Mathematics. Textbook for B.Ed. New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
14.	NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
15.	NCERT (2019). Pedagogy of Mathematics. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
16.	NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
17.	NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
18.	NCERT (2023). National Curriculum Framework for School Education. New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
19.	Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Louisville.





20.	Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.
21.	Singh, V.K. (2014). Teaching Science and Mathematics to all Children at the Secondary Level (Inclusive Education). In-service Teachers Professional Development (ITPD) package for teachers of the secondary stage. Department of Education in Science and Mathematics, New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
On-line resources to be used if available as reference material	
On-line Resources	

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**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID), Semester-II**

Course Code	<b>UE02CEBES23</b>	Title of the Course	<b>Pedagogy of Teaching Social Science</b>
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> <li>1. This course explores the scope of social science.</li> <li>2. This course develops competencies in designing lesson plans and evaluations tools.</li> <li>3. This course 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.</li> <li>4. The course also focuses on various skills and competencies that teachers need to develop.</li> </ol>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<b>Nature of Social Sciences</b> 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	20
2.	<b>Curriculum and Instructional Planning</b> 2.1 Organization of social science curriculum at school level- considerations from Indian Knowledge System and rootedness in India, progressive from local to global, real and diverse, narratives and evidence-based, interdisciplinary, adequate, relevant and representations of socio-cultural capitals, livelihood and economy, democracy and governance, and humanistic values and environmental concerns. 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	20
3.	<b>Approaches to teaching of Social Science</b> 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive 3.2 Methods of teaching social science: lecture, conversations, discussions and debates, socialized recitation, case-studies, evidence-survey, source auditing, project method, Inquiry and analytic method, Reflective essays and critics, creativity (models and artefacts)	20





	<p><b>3.2.1.</b> 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</p> <p><b>3.3</b> The Social Science Laboratory-Planning organization of Lab, storage, accessible lab, equipment and resource materials, Assistive technology for learning social science and Virtual/digital/app-based social science laboratory, Significance of social science lab (physical/virtual) with reference to Children with Disabilities</p> <p><b>3.4</b> Instructional material for teaching of social science: Time-lines &amp; Genealogical charts, Maps &amp; Globes, literatures and journals, textbooks and supplementary readers (in accessible formats), sources from ancient and contemporary arts, heritage and culture, museum multimedia, Television, Films &amp; Filmstrips, Social science games and e-contents and digital materials</p> <p><b>3.5</b> Adaptations of curriculum and resource materials for teaching social sciences to children with disabilities</p>	
4.	<p><b>Assessment and Evaluation of Learning in Social Science</b></p> <p><b>4.1</b> Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment</p> <p><b>4.2</b> Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio, Rubrics.</p> <p><b>4.3</b> Assessment: tools and techniques of School Based Assessment, assessment of holistic development</p> <p><b>4.4</b> Construction of diagnostic test, teacher made achievement test and holistic development report card</p> <p><b>4.5</b> Adaptations of Evaluation Procedure for children with disabilities</p>	20
5.	<p><b>Social Science Teacher as a Reflective Practitioner</b></p> <p><b>5.1</b> Being a reflective practitioner- use of action research</p> <p><b>5.2</b> Developing an Action Research Plan for solving a problem in teaching learning of social science</p> <p><b>5.3</b> Case study- Need and Importance for a School Teacher</p> <p><b>5.4</b> Development of a Professional Portfolio/ Teaching Journal</p> <p><b>5.5</b> Competencies for teaching social science to children with disabilities</p>	20

<b>Teaching-Learning Methodology</b>	The student-teachers should be encouraged to read literature, research studies and articles. They will be encouraged to participate in journal clubs, social science circles, local economy survey, livelihood audits, role play in students' parliament, democratic decision making, action-research (e.g., e-commerce), case study (e.g., digital economy), quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.
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<b>Sr. No.</b>	<b>Course Work/ Practical/ Field Engagement</b>
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1.	Develop an Action Research Plan on a problem related to teaching and learning in Social Science
2.	Adapt teaching learning materials for a child with disability
3.	Develop questions and achievement tests in social science
4.	Organize activities like quiz, mock-parliament, field trips & survey, exhibitions and any other social science enrichment activities in schools.
5.	Designing e-content related to social science curriculum for children with disabilities in an inclusive classroom.

***Evaluation Pattern***

<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

***Course Outcomes: Having completed this course, the learner will be able to***

1.	Explain the concept, nature and scope of social science.
2.	Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
3.	Develop skills in preparation and use of support materials for effective social science teaching.
4.	Develop the ability to organize variety of learning and enrichment activities and community resources for promoting social science learning.

***Essential & Suggested References:***

<b>S. No.</b>	<b>References</b>
1.	<b>Recommended Readings:</b> Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd., Meerut.





2.	Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
3.	Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.
4.	Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.
5.	Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.
6.	Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.
7.	George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.
8.	Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
9.	Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.
10.	NCERT (2023). National Curriculum Framework for School Education. New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
11.	NCERT (2014). Package in Social Sciences for Professional Development of In-Service Teachers. New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
12.	NCERT (2019). Pedagogy of Social Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
13.	NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (Available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
14.	Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow.
15.	Sharma, R.A. (2008). Technological foundation of education. R. Lall Books Depot., Meerut.
16.	Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.
17.	Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
18.	Stone, R. (2008). Best Practices for Teaching Social Studies: What Award- Winning Classroom Teachers Do. Corwin, CA.
On-line resources to be used if available as reference material	
On-line Resources	

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**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID), Semester-II**

Course Code	<b>UE02CEBES24</b>	Title of the Course	हिंदी भाषा का शिक्षण-शास्त्र
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सक्षम बनाएगा।</li><li>2. यह शिक्षार्थियों को समावेशी कक्षाओं में भाषा शिक्षण-अधिगम के सिद्धांतों पर आधारित पाठ की योजना तैयार करने एवं उससे संबंधित अधिगम सामग्री के निर्माण करने में सहायक होगा।</li><li>3. यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा के गहन पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के दृष्टिकोण और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करेगा।</li><li>4. भारतीय व अंतर्राष्ट्रीय संदर्भों के संबंध में यह पाठ्यक्रम शिक्षार्थियों में विश्लेषणात्मक और अनुसंधानात्मक कौशल-क्षमता का भी विकास करेगा दृष्ट हिंदी भाषा शिक्षण, अन्य भाषा शिक्षाशास्त्र, भाषा अधिग्रहण, भाषा के बहुसांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा।</li></ol>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<b>हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन</b> 1.1 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया। 1.2 हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय। 1.3 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आंकलन। 1.4 हिन्दी साहित्य का सामान्य परिचय। 1.5 हिन्दी गद्य साहित्य की विधाएँ - कहानी नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।	20
2.	<b>भाषा अधिगम की प्रकृति और पाठ नियोजन</b> 2.1 हिन्दी शिक्षण के लक्ष्य और उद्देश्य। 2.2 इकाई नियोजन का प्रत्यय, इसका महत्व और निर्माण विधि।	20





	<p>2.3 पाठयोजना का परिचय, उपयोग और महत्व।</p> <p>2.4 पाठयोजना के चरण, संरचनाए, उपागम और उनका क्रियान्वयन।</p> <p>2.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।</p>	
3.	<p><b>हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग</b></p> <p>3.1 गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।</p> <p>3.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।</p> <p>3.3 पद्य शिक्षण के शब्दार्थ कथन, खण्डान्वय, विन्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।</p> <p>3.4 व्याकरण शिक्षण की आवश्यकता और उपयोगिता।</p> <p>3.5 व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।</p>	20
4.	<p><b>भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग</b></p> <p>4.1 शिक्षण उपकरणों का सन्दर्भ, महत्व और लाभ।</p> <p>4.2 अधिगम-शिक्षण के दृश्य, श्रव्यए स्पर्श उपकरणों के प्रकार।</p> <p>4.3 दृश्य उपकरण - श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशाला, प्रतिरूप और फ्लैशकार्ड सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।</p> <p>4.4 श्रव्य उपकरण - कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास।</p> <p>4.4.1 स्पर्श उपकरण - वास्तविक वस्तुएं, व्यक्ति वस्तु आवागमन, पशु, पक्षी, पेड़ पौधे इत्यादि के स्पर्शात्मक प्रतिरूपए स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव शरीर का स्पर्शात्मक प्रतिरूप, ब्रेल लिपी में पाठ्य पुस्तकों एवं अन्य स्पर्शात्मक शिक्षण, अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।</p> <p>4.4.2 वैद्युदण्विक उपकरणों - टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई-सामग्री, सॉफ्टवेयर, मोबाइल एप्स और इंटरनेट की सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।</p> <p>4.5 भाषा अधिगम में भाषा प्रयोगशाला; भौतिक व आभासी के प्रयोग की विधि और समीक्षा।</p>	20





5.	<b>भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि</b> 5.1 आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्व, आंकलन प्रक्रिया में लचीलापन। 5.2 आंकलन के विभिन्न प्रकार तथा उपकरण विद्यालय आधारित आंकलन का संदर्भ। 5.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके के भाषा अधिगम का संचयीवृत्त बनाना। 5.4 त्रुटियों की पहचान व विश्लेषण नैदानिक परीक्षण और उपचारात्मक उपाय। 5.5 दिव्यांग विद्यार्थियों के लिए आंकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।	20
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<b>पाठ्यक्रम के संचालन</b>	इस पाठ्यक्रम के संचालन में हिंदी शिक्षण-अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे-भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी। इसके अतिरिक्त हिंदी भाषा की बहुसांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक-भ्रमण; परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे।
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Sr. No.	पाठ्यक्रम कार्य प्रायोगिक कार्य अधिगम केंद्रों पर कार्य -
1.	आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थित का अनुसंधान विवरण।
2.	हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
3.	हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आंकलन की प्रविधि के उपयोग का विवरण।
4.	चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।





<b>Evaluation Pattern</b>		
<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

<b>Course Outcomes: Having completed this course, the learner will be able to</b>	
1.	व्यक्ति तथा समाज के जीवन और विकास में हिन्दी भाषा के योगदान से परिचित होंगे।
2.	मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
3.	इकाई नियोजन और पाठ योजना की प्रक्रिया के कुशल होंगे।
4.	हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।
5.	हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।
6.	हिन्दी शिक्षण के उद्देश्य की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
7.	भाषा अधिगम में विद्यालय आधारित आंकलन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
8.	भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे।

<b>Essential &amp; Suggested References:</b>	
<b>S. No.</b>	<b>संदर्भ पुस्तकें -</b>
1.	पाण्डेय, श्रुतिकान्त (२०१०) हिन्दी शिक्षण: अभिनव आयाम, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली





2.	मंगल, उमा (२००५) हिन्दी शिक्षण, आर्य बुक डिपो करोल बाग, नई दिल्ली
3.	पाण्डेय, रामशकल (२००५) हिन्दी शिक्षण, विनोद पुस्तक मन्दिर
4.	शुक्ल, रामचन्द्र (२००६) हिन्दी साहित्य का इतिहास, राजकमल प्रकाशन, नई दिल्ली
5.	लाल, रमन बिहारी (२००२) हिन्दी शिक्षण, रस्तोगी प्रकाशन, मेरठ
6.	सिंह, सावित्री (२००४) हिन्दी शिक्षण, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ
7.	रा.शै. अ. प्र. प. (२०१४) विशेष आवश्यकता वाले बच्चों का समावेशन-प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली: रा.शै. अ. प्र. प. ( <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
8.	रा.शै. अ. प्र. प. (२०१५). विशेष आवश्यकता वाले बच्चों का समावेशन-उच्च प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली: रा.शै. अ. प्र. प. ( <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
9.	रा.शै. अ. प्र. प. (२०१९). विद्यालय आधारित आंकलन   स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. ( <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
10.	रा.शै. अ. प्र. प. (२०१९). भाषा शिक्षण-शास्त्र   स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. ( <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
11.	रा.शै. अ. प्र. प. (२०१५), विशेष आवश्यकता वाले बच्चों का समावेशन-उच्च प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली: रा.शै. अ. प्र. प. ( <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
12.	रा.शै. अ. प्र. प. (२०१९). विद्यालय आधारित आंकलन   स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. ( <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
13.	रा.शै. अ. प्र. प. (२०१९). भाषा शिक्षण-शास्त्र   स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. ( <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
On-line resources to be used if available as reference material	
On-line Resources	

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**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID),  
Semester-II**

Course Code	<b>UE02CEBES25</b>	Title of the Course	<b>Pedagogy of Teaching English</b>
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1. This course will enable the learners to gain a strong knowledge base in nature of English language &amp; literature, instructional planning and evaluation. It will help learners in applying theory to practice in designing own materials and in planning lessons in preparation for teaching-learning in inclusive classes.</li><li>2. The course offers learners 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.</li><li>3. The course also equips learners with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy, language acquisition, multicultural aspects of language and multilingualism.</li></ol>
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<b>Course Content</b>		
<b>Unit</b>	<b>Description</b>	<b>Weightage*(%)</b>
1.	<b>Nature of English Language &amp; Literature</b> 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.	15
2.	<b>Instructional Planning</b> 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	15
3.	<b>Approaches and Methods of Teaching English</b> 3.1 Difference between an approach and a method 3.2 Task based approach, collaborative learning, experiential learning, reflective, inquiry-based approach, language across curriculum, communicative language teaching, Bilingual, Multilingual, 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 iv) integrative method	15





	<p>3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing</p> <p>3.5 Accommodation in approaches and techniques in teaching children with disabilities</p>	
4.	<p><b>Instructional Materials</b></p> <p>4.1 Importance of instructional material and their effective use</p> <p>4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cutouts, Charts, Tape-records, Radio, Television, mobile phone, Films &amp; Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature.</p> <p>4.3 Construction of a teacher made learning materials and other resurces for English proficiency</p> <p>4.4 Language learning and enrichment activities-storytime, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio</p> <p>4.5 Adaptations of teaching material for children with disabilities</p>	15
5.	<p><b>Assessment and Evaluation</b></p> <p>5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment</p> <p>5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)</p> <p>5.3 Tools and techniques of Assessment, School Based Assessment In English language, Assessment of Holistic Development</p> <p>5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures</p> <p>5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.</p>	40

<b>Teaching-Learning Methodology</b>	Transaction of this course will include active engagement of learners in English teaching-learning activities, interactive talks & lectures, literature-review, demonstrations and observations, exposure to varied settings-language labs, virtual labs, schools and classrooms, field-trips for multicultural aspects of language and plurality, projects and assignments, preparation of e-contents and digital learning materials, participation in quizzes, workshops and seminars, exhibitions and competitions.
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Sr. No.	<b>Course Work/ Practical/ Field Engagement</b>
1.	Design teaching programme based on error analysis
2.	Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English





3.	Develop work sheet (interactive including language games)
4.	Prepare worksheets to enrich vocabulary among secondary students with disabilities
5.	Develop lesson plans for the teaching of prose and poetry
6.	Critically analyze any one poem or essay of a well known poet or writer

***Evaluation Pattern***

<b>Sr. No.</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

***Course Outcomes: Having completed this course, the learner will be able to***

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

***Essential & Suggested References:***

<b>S. No.</b>	<b>References</b>
1.	Agnihotri, R.K., & Khanna, A. L.(1996). English Grammar in context. Ratnasagar, Delhi.
2.	Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
3.	Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.





4.	Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
5.	Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.
6.	Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
7.	Grellet, F. (1980). Developing Reading Skills, Cambridge University Press, New York.
8.	Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.
9.	Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.
10.	NCERT (2014). Including Children with Special Needs-Primary Stage. New Delhi: NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
11.	NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi: NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
12.	NCERT (2019). Pedagogy of Languages. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
13.	NCERT (2019). School-Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
14.	NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
15.	NCERT (2023). National Curriculum Framework for School Education. New Delhi: NCERT. (available at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a> )
16.	Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
17.	Sahu, B. K. (2004). Teaching of English. Kalyani Publishers, Ludhiana.
18.	Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
19.	Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

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**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID), Semester-II**

Course Code	<b>UE02CDBES23</b>	Title of the Course	<b>Equitable and Inclusive Education</b>
Total Credits of the Course	02	Hours per Week	<b>04</b>

Course Objectives:	<ol style="list-style-type: none"> <li>1. The course is designed to develop an understanding of equitable and inclusive education and addressing diversity in the mainstream classroom.</li> <li>2. It is also formulated in a way that the learners will know the pedagogical practices and recognise ways in which different stakeholders can collaborate for the success of inclusive education.</li> </ol>
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**Course Content**

Unit	Description	Weightage*(%)
1.	<b>Introduction to Inclusive Education &amp; Policy Perspectives</b> 1.1 Disability & Diversity; Diversity in Classrooms (Learning Styles, Linguistic & Socio-Cultural Multiplicity) 1.2 Marginalisation vs. Inclusion; Meaning & Definition of Inclusive Education; Understanding Barriers to Inclusive Education: Physical, Educational and Attitudinal 1.3 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion 1.4 National Commissions & Policies Promoting Inclusive Education 1.5 International Declarations & Conventions Promoting Inclusive Education	15
2.	<b>Adaptations, Reasonable Accommodations &amp; Planning</b> 2.1 Need for Adaptations; Curricular Adaptations 2.2 Disability-Specific Adaptation: Requirements & Approaches 2.3 Importance of Communication & Language for Inclusive Classroom 2.4 Participation in Non-Academic Curricular Activities: Planning and Adaptations 2.5 Assessments Strategies for Facilitating Learning in an Inclusive Classroom	15
3.	<b>Inclusive Academic Instructions</b> 3.1 Universal Design & Addressing Diversity: Meaning, Key Principles 3.2 Universal Design for Learning: Understanding Principles and Application to Classrooms 3.3 Inclusive Classroom Environment 3.4 Differential Instructions & Peer Mediated Instructions (Peer Tutoring, Peer Assisted Learning) 3.5 Engaging Gifted Children: Cooperative Teaching Models	15
4.	<b>Supports and Collaborations for Inclusive Education</b> 4.1 Planning for Classroom engagement for all (Lesson Planning for	15





	different Subjects) Rehabilitation Council of India 51 4.2 Advocacy & Leadership for Inclusion in Education; Stakeholders of Inclusive Education & their Responsibilities 4.3 Resource rooms and the role of special educators 4.4 Integration of ICT for Inclusion 4.5 Family Support & Community Involvement for Inclusion	
5.	<b>Positive Behaviour Supports</b> 5.1 Understanding behaviours: Topography, communicative and non-communicative functions, internal and external factors 5.2 Neurodivergent affirming strategies to promote positive behaviour support (e.g. using interest, structure, visual strategies, self-stimulatory behaviours, providing choices and control) 5.3 Understanding role of using motivation and teaching emotional regulation 5.4 Creating predictable environments 5.5 Differentiating between shutdowns, meltdowns and tantrums	40

<b>Teaching-Learning Methodology</b>	Group discussions following videos and visits. A debate for Inclusion vs. Segregation. Self-study for legislations and frameworks. Presentations and critical analysis of laws and policies.
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Sr. No.	<b>Course Work/ Practical/ Field Engagement</b>
1.	Visit Special Schools for at least two disabilities and at least two inclusive schools and write observation reports highlighting pedagogy
2.	Prepare a checklist for accessibility in mainstream schools for children with disabilities
3.	Design a poster on inclusive education considering policy concerns
4.	Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy

<b>Evaluation Pattern</b>		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%





***Course Outcomes: Having completed this course, the learner will be able to***

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

***Essential & Suggested References:***

<b>S. No.</b>	<b>References</b>
1.	Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall
2.	Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
3.	Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
4.	Daniels, H. (1999). Inclusive Education. London: Kogan.
5.	Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
6.	Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
7.	Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
8.	Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.
9.	Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
10.	Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.





11.	Hegarty, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
12.	Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
13.	Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
14.	King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California: Singular Publications.
15.	Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.
16.	McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
17.	Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
18.	Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.
19.	Sedlak, R. A., & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.
20.	Stow L. & Selfe, L. (1989). Understanding Children with Special Needs. London: Unwin Hyman.
21.	Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey: Prentice-Hall Inc.
22.	Vlachou D. A. (1997). Struggles for Inclusive Education: An Ethnographic Study. Philadelphia: Open University Press.
23.	Westwood, P. (2006). Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

On-line resources to be used if available as reference material

On-line Resources

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**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID), Semester-II**

Course Code	<b>UE02DSBES22</b>	Title of the Course	<b>Curriculum Designing, Adaptation and Evaluation</b>
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> <li>1.This course will prepare the learners to develop skills of curriculum designing, considering different domains of learner-centered activities.</li> <li>2.They will develop insights into transitional determinants of curricular and pedagogical structure across different stages of school education in view of holistic development of children with intellectual disability.</li> <li>3.This course will also equip teacher trainees with competencies and skills to adapt, modify or design curriculum based on the principles of Universal Design as per the learning needs of children with intellectual disability.</li> </ol>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<b>Curriculum Designing</b> <b>1.1</b> Meaning, Definition, Concept and Principles of Curriculum <b>1.2</b> Types and Approaches of Curriculum Designing <b>1.3</b> Curriculum Domains - Personal, Social, Academics, Recreational and Community living <b>1.4</b> Steps in developing curriculum, challenges of developing curriculum for inclusion <b>1.5.</b> Curriculum evaluation- concept, nature, types and implications in learning	20
2.	<b>Curriculum at Foundational and Preparatory stages of Schooling</b> <b>2.1</b> Significance of Early Childhood Care and Education (ECCE)and School Readiness <b>2.2</b> Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas <b>2.3</b> Curriculum activities for developing Foundational literacy and numeracy <b>2.4</b> Sensitization of family, involvement in foundational and preparatory stages <b>2.5</b> Implication for Intervention at ECCE and Preparatory stages, transition, documentation, record maintenance and report writing	20
3.	<b>Curriculum at Middle and Secondary stages of schooling</b> <b>3.1</b> Curriculum domains at Middle stage <b>3.2</b> Curriculum domains at Secondary stage <b>3.3</b> Curriculum domains at for vocational exposure and skill development <b>3.4</b> Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)	20





	<b>3.5</b> Implications of transition, placement for inclusion in community, documentation, record maintenance and reporting	
4.	<b>Curriculum Adaptations</b> <b>4.1</b> Need for Curricular Adaptation, Accommodation and Modification <b>4.2</b> Adaptation, Accommodation and Modification for Foundational literacy and numeracy Curriculum <b>4.3</b> Adaptation, Accommodation and Modification for language and social science subjects <b>4.4</b> Adaptation, Accommodation and Modification for mathematics and science subjects <b>4.5</b> Adaptation, Accommodation and Modification for other school subjects (Yoga, sports, music, art and craft, vocational skills)	20
5.	<b>Assessment and Evaluation</b> <b>5.1</b> Assessment and evaluation- Concept, Nature and Need, Flexibility in assessment <b>5.2</b> Approaches, types, tools and techniques of assessment <b>5.3</b> Emerging practices in assessment –holistic assessment, school based assessment, competency-based assessment, assessment of group and individual learning. <b>5.4</b> Differential evaluation and reporting the holistic progress of students with Intellectual disability (SwID) <b>5.5</b> Implications of evaluation for vertical and horizontal transition, and inclusion of SwID.	20

<b>Teaching-Learning Methodology</b>	Interactive course with discussions, assignments, individual and group work in developing and designing learner-centric and need-based curriculum, learning materials including digital materials as well as field engagement to get first-hand experiences in practicing transaction of curriculum and assessment of students in inclusive classrooms and other learning centres.
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Sr. No.	<b>Course Work/ Practical/ Field Engagement</b>
1.	Prepare a need-based curriculum for a group of your choice in Activities for daily living, social, communication, motor and cognitive skills, Foundational literacy and numeracy Preparation of assessment plan and multidimensional holistic reporting
2.	Develop a plan for Vertical transition from one stage to another stage of schooling (Options may be given to select stages of school transition)
3.	Develop a plan for Horizontal transition: special/alternative learning centres to regular schooling and vice versa (options may be given to select learning settings).
4.	Incorporate Movement/Dance/Yoga/Sports skills/Arts and Crafts activity (options may be given to select activities), conduct in special/inclusive setting and submit report of your observations.





5.	ICT as a resource in teaching and learning (options may be given to select school subjects and topics). Do a relevant activity and report.
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***Evaluation Pattern***

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

***Course Outcomes: Having completed this course, the learner will be able to***

1.	Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.
2.	Develop insight into importance of early childhood special education, preparatory stages of school education and their implications.
3.	Acquire knowledge about curriculum domains at middle Secondary stages of school education and understand its implications.
4.	Understand different strategies for curriculum adaptation, accommodation, modification and their significance.
5.	Evaluation and make effective use of different techniques.

***Essential & Suggested References:***

S. No.	References
1.	<b>Recommended Readings:</b> Chennat, S (Ed) (2019). Disability, inclusion and inclusive education, New Delhi: Springer
2.	DoSEL (2023). NIPUN Bharat Mission- Stakeholders: Roles and Responsibilities. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi.
3.	DoSEL (2021). Pragyata-Guidelines for Digital Education. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
4.	DoSEL (2022). Nipun Bharat. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi





5.	DoSEL (2022). Toy-Based Pedagogy A Handbook Learning for Fun, Joy and Holistic Development. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi. <a href="https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf">https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf</a>
6.	Guidelines for Innovative Pedagogical Approaches & Evaluation Reforms <a href="https://www.ugc.gov.in/pdfnews/7900069_Guidelines-PEA.pdf">https://www.ugc.gov.in/pdfnews/7900069_Guidelines-PEA.pdf</a> .
7.	MoE (2021). Guidelines for the Development of e-Content for Children with Disabilities. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi <a href="https://ncert.nic.in/pdf/CWSN_EContent_guidelines_2021_new.pdf">https://ncert.nic.in/pdf/CWSN_EContent_guidelines_2021_new.pdf</a>
8.	Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
9.	Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
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11.	National Education Policy 2020, Ministry of Human Resource Development (Now Ministry of Education), Government of India.
12.	NCERT (2017). Learning Outcomes at the Elementary Stage. National Council of Educational Research and Training, New Delhi.
13.	NCERT (2019). Learning Outcomes at the Secondary Stage. National Council of Educational Research and Training, New Delhi.
14.	NCERT (2022). National Curriculum Framework for Foundational Stage 2022. National Council of Educational Research and Training, New Delhi. <a href="https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf">https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf</a>
15.	NCERT (2023). National Curriculum Framework for School Education 2023. National Council of Educational Research and Training, New Delhi. <a href="https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf">https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf</a>
16.	NCERT (n.d.). Learning Outcomes at Higher Secondary Stage. National Council of Educational Research and Training, New Delhi.
17.	NCERT (2019). The Preschool Curriculum. National Council of Educational Research and Training, New Delhi. <a href="https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf">https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf</a>
18.	Panda, K.C. (1997). Education of Exceptional Children. Vikas Publications, New Delhi.
19.	Peshwaria, R., & Venkatesan. (1992). Behavioral approaches for mentally retarded children A manual for teachers. NIMH, Secunderabad.
20.	Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
21.	<a href="https://ncert.nic.in/pdf/NIPUN_BharatStakeholders_RolesResponsibilities.pdf">https://ncert.nic.in/pdf/NIPUN_BharatStakeholders_RolesResponsibilities.pdf</a>





22.	<a href="https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf">https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf</a>
23.	<a href="https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf</a>
24.	<a href="https://ncert.nic.in/pdf/publication/otherpublications/tilops101.pdf">https://ncert.nic.in/pdf/publication/otherpublications/tilops101.pdf</a>
25.	<a href="https://ncert.nic.in/pdf/publication/otherpublications/learning_outcomes.pdf">https://ncert.nic.in/pdf/publication/otherpublications/learning_outcomes.pdf</a>
26.	<a href="https://ncert.nic.in/pdf/publication/otherpublications/Draft_LO.pdf">https://ncert.nic.in/pdf/publication/otherpublications/Draft_LO.pdf</a>
On-line resources to be used if available as reference material	
On-line Resources	

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**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID), Semester-II**

Course Code	<b>UE02DSBES23</b>	Title of the Course	<b>Intervention and Teaching Strategies</b>
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> <li>1. Once the disability is identified, it is necessary to plan and implement a comprehensive intervention programme to prevent further delay and deficit and improve the condition of students with diverse learning needs.</li> <li>2. This course will help the learners to understand the levels and types of interventions need to be prepared for students with special needs.</li> <li>3. This course will also equip the learners to select and adopt strategies and methods in the intervention programme to improve skills and behaviour for independent living of students with special needs.</li> </ol>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<b>Early Intervention</b> 1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention 1.2 Types of Early Intervention 1.3 Intervention Techniques 1.4 Record Maintenance and Documentation 1.5 Implication of Early Intervention for pre-school Inclusion	20
2.	<b>Individualized Education Programme (IEP)</b> 2.1 Need, Importance and Historical Perspective of IEP 2.2 Steps and Components of IEP 2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions 2.4 IFSP – Planning and writing 2.5 Application of IEP for Inclusion	20
3.	<b>Teaching Strategies and TLM</b> 3.1 Stages of Learning 3.2 Principles of Teaching 3.3 Multi-sensory Approaches: Montessori Method, Fernald VAKT Method, Orton - Gillingham Method 3.4 Teaching Strategies & methods– Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method 3.5 Difference between Functional & Learning Aids and Development & Use of TLM for CWID	20





4.	<b>Intervention for challenging Behaviour</b> <b>4.1</b> Over view of Challenging behaviour <b>4.2</b> Identification of challenging behaviour <b>4.3</b> Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT), Positive Behaviour Intervention and support (PBIS) <b>4.4</b> Management of challenging behaviour at Home and School, Parental Counselling - Individual, Group and Community <b>4.5</b> Ethical Issues in behaviour management and implications for Inclusion	20
5.	<b>Therapeutic Intervention</b> <b>5.1</b> Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention <b>5.2</b> Physiotherapy – Definition, Objective, Scope, Modalities and Intervention <b>5.3</b> Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention <b>5.4</b> Yoga and Play therapy – Definition, Objective, Scope and Intervention <b>5.5</b> Therapeutic intervention: Visual and Performing Arts (e.g., Art and Craft, Music, Drama, Dance and movement, Sports.)	20

<b>Teaching-Learning Methodology</b>	The course can be transacted using lecture cum discussion mode. To facilitate learning multimedia presentation can be introduced. Development and implementation of intervention can be demonstrated in real or simulated setting where students' participation may be encouraged.
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Prepare an adapted lesson on any school subject for a student with special needs attending class VII in a regular school.
2.	Assess and develop a behaviour management plan to be used by parents at home for reducing any one problem behaviour of a student with ID.
3.	Prepare three teaching learning materials for teaching language (receptive and /or expressive) to a student with ID at foundation/preparatory level.
4.	Make a plan for organizing a visual art exhibition/competition for students in a special school.

**Evaluation Pattern**

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%





3.	University Examination	70%
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***Course Outcomes: Having completed this course, the learner will be able to***

1.	Explain the importance of early intervention, types and techniques of early intervention
2.	Describe the importance and historical perspective of Individualised Educational Programme (IEP), steps and components involved in developing, implementing and evaluating IEP
3.	Discuss various teaching strategies, methods and approaches, and describe the principles in developing and using Teaching Learning Material (TLM) for teaching different concepts
4.	Explain types of maladaptive behaviour, Behaviour Modification techniques, procedure to develop management plan for managing problem behaviour of students with special needs
5.	Discuss the need and importance of various therapeutic interventions and their implications in the lives of students with special needs

***Essential & Suggested References:***

S. No.	<b>References</b>
1.	Alberto, P.A. & Trontman, A. C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.
2.	David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.
3.	Duncan, E.A.S. (2005). Foundations for Practice in Occupational Therapy (4th edition). Churchill Livingstone, Edinburgh
4.	Jayachandran, P. (2001) Teaching yogasanas for persons with mental retardation. Vijay Human Services, Chennai
5.	Manogna.S.R, Susan.B.K & Kumar. R. J (2022). Sexuality Education - a Pictorial guide for teaching adolescents and adults with intellectual disabilities. NIEPID, Secunderabad. Retrieved from <a href="http://www.niepid.nic.in/list.php">www.niepid.nic.in/list.php</a>
6.	Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
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9.	Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
10.	Pandit, A & Grover U (2001), Self-Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal
11.	Peshwaria, R., & Venkatesan. S. (1992) Behavioural retarded children A manual for Publication.
12.	Robert A. Gable and Steven F.W. (1993). Strategies for Teaching Students with Mild to Severe Mental Retardation, London and Philadelphia: Jessica Kingsley Publishers.
13.	Schell, B. A. B., Gillen, G., & Scaffa, M., (2014). Willard and Spackman's Occupational Therapy. LWW; Twelfth, New York.
14.	Sharma, U and Salend, S (Eds) (2021). The oxford encyclopedia of Inclusive and special education. Oxford University Press
15.	Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Teachers. NIMH, Secunderabad
16.	<a href="https://childhood-developmental-disorders.imedpub.com/teaching-communicationskills-to-preschool-children-with-mild-intellectual-disabilities-an-evidence-basedstudy.pdf">https://childhood-developmental-disorders.imedpub.com/teaching-communicationskills-to-preschool-children-with-mild-intellectual-disabilities-an-evidence-basedstudy.pdf</a>
17.	<a href="https://niepid.nic.in/87%20Teaching%20&amp;%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF">https://niepid.nic.in/87%20Teaching%20&amp;%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF</a>
18.	<u>Training in communication skills for persons with Intellectual Disability:</u> <a href="https://niepid.nic.in/Training%20in%20communication%20Skills.pdf">https://niepid.nic.in/Training%20in%20communication%20Skills.pdf</a>
19.	<a href="https://www.verywellfamily.com/essential-parts-of-an-individual-education-program- 2162702">https://www.verywellfamily.com/essential-parts-of-an-individual-education-program- 2162702</a>
20.	<a href="https://www.goodreads.com/book/show/42747086-management-of-behaviourproblems-of-children-with-mental-retardation">https://www.goodreads.com/book/show/42747086-management-of-behaviourproblems-of-children-with-mental-retardation</a>
21.	<a href="https://www.niepid.nic.in/Early%20Intervention.pdf">https://www.niepid.nic.in/Early%20Intervention.pdf</a>
22.	<a href="https://www.rasmussen.edu/degrees/education/blog/early-childhood-intervention/">https://www.rasmussen.edu/degrees/education/blog/early-childhood-intervention/</a>
23.	<a href="https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf">https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf</a>
On-line resources to be used if available as reference material	
On-line Resources	

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**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID), Semester-II**

Course Code	<b>UE02DSBES24</b>	Title of the Course	<b>Information &amp; Communication Technology (ICT) and Assistive Technology</b>
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> <li>1. Technology plays a vital role in development including teaching learning process.</li> <li>2. This course is especially beneficial to children with Intellectual Disability to access information through different modalities which otherwise would have been inaccessible to them.</li> <li>3. This course is designed to provide the learners with knowledge and skills in using technology so that it can be used effectively in teaching as well as with children with intellectual disability.</li> </ol>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<b>Educational Technology</b> 1.1 Educational technology: Definition, meaning, scope and current trends. 1.2 Use of technology and multimedia in teaching learning environment 1.3 Assistive technology -hardware and software in supporting students with Intellectual disability. 1.4 Selection, use and maintenance of appropriate assistive devices for persons with intellectual disability. Advantages and limitations in the use of technology 1.5 Enabling optimum support in education through technology. Schemes for availing assistive devices: ADIP and other schemes	20
2.	<b>Instruction using Technology</b> 2.1 Computer-Assisted learning - Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search engines and Websites 2.2 Preparation of technology enhanced lessons, Hybrid model of teaching 2.3 Application of Technology in Lesson Planning, Worksheet Preparation, Implementation of lessons, report writing and Evaluation 2.4 Blended learning to meet the learner needs. 2.5 Technology in inclusive education	20
3.	<b>Technology-Supported Learning Situations</b> 3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio Visual Programme 3.2 Developing power point/ Slide Show for Classroom Use; Using of Available Software / CDs with LCD Projection for Subject Learning Interactions	20





	<b>3.3</b> Generating Subject-Related Demonstrations- Using Computer Software and Enabling Students to Plan and Execute Projects <b>3.4</b> Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing <b>3.5</b> Identifying and Applying Software for Managing Disability Specific Problem	
4.	<b>Teaching and learning with ICT tools</b> <b>4.1</b> Smart Tutoring System (STS) <b>4.2</b> ICT and Exceptional learning <b>4.3</b> Advantages of digital teaching and digital TLM <b>4.4</b> Digital skill development for inclusion <b>4.5</b> Role of ICT in disability inclusive services and development programs Digital resource development for inclusive teaching	20
5.	<b>Application of Technology</b> <b>5.1</b> Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation <b>5.2</b> Application of Technology in Assistive Devices, professionally advanced software <b>5.3</b> Application of Technology in Instruction – Individual, small group and large group <b>5.4</b> Advantages, merits and demerits <b>5.5</b> Implications for inclusion	20

<b>Teaching-Learning Methodology</b>	In addition to lecture mode, actual experiences in using technology as part of the teaching learning process is strongly recommended.
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Sr. No.	<b>Course Work/ Practical/ Field Engagement</b>
1.	Organize workshop using ICT for disability friendly class room activities and curricular transaction and submit report
2.	Develop technology supported lesson plans for PwID and submit
3.	Use mass media/multimedia for creating awareness on disability in rural areas and submit your observation

<b>Evaluation Pattern</b>		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%





3.	University Examination	70%
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***Course Outcomes: Having completed this course, the learner will be able to***

1.	Explain the meaning, nature and scope of ICT
2.	Discuss the role of ICT in special and inclusive classroom and how it can be integrated in the teaching-learning process
3.	Use effectively use ICT tools, software applications and digital resources
4.	Integrate ICT into teaching-learning and its evaluation
5.	Describe the use and application of educational software and assistive devices for learners with intellectual disability.

***Essential & Suggested References:***

S. No.	<i>References</i>
1.	Chand.T. (1992). Educational Technology. Anmol Publication, New Delhi
2.	Green, J. L. (2011). The Ultimate Guide to Assistive Technology in Special Education. New York: Prufrock Press
3.	Kumar, K.L. (1996). Educational Technology. New Age Publication, New Delhi
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9.	Sampath, K., Pannirselvam, A., & Santhanam, S. (1990). Introduction to Educational Technology. Sterling Publishers Private Limited, New Delhi.





10.	Satyapal, R. (1991). Educational Technology, A systematic Text Book. Associated Publishers, New Delhi.
11.	Shah, D.B. (1991). Educational Technology for developing teaching competency. Gavendra Prakashan, Surat.
12.	Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking. IGNOU, New Delhi.
13.	<a href="http://www.xceptionalleaningindia.com">www.xceptionalleaningindia.com</a>
14.	<a href="https://thearc.org/our-initiatives/technology/">https://thearc.org/our-initiatives/technology/</a>
15.	<a href="http://www.ataccess.org">www.ataccess.org</a> )
16.	<a href="http://ataporg.org/index.asp">http://ataporg.org/index.asp</a>
17.	<a href="http://www.beachcenter.org/">http://www.beachcenter.org/</a>
18.	<a href="http://www.colemaninstitute.org">http://www.colemaninstitute.org</a>
19.	<a href="http://www.pluk.org/AT1.html">http://www.pluk.org/AT1.html</a>
20.	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5319964/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5319964/</a>
21.	<a href="https://study.com/academy/lesson/assistive-technology-for-intellectual-disabilities.html">https://study.com/academy/lesson/assistive-technology-for-intellectual-disabilities.html</a>
22.	<a href="https://www.emerald.com/insight/content/doi/10.1108/S0270-401320230000037004/full/html">https://www.emerald.com/insight/content/doi/10.1108/S0270-401320230000037004/full/html</a>
23.	<a href="https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf">https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf</a>
On-line resources to be used if available as reference material	
On-line Resources	

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**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID),  
 Semester-II**

**Subject Teaching in Regular Schools**

**Course Code UE02PEBES04**

**Credits: 06**

**Hours: 180**

**Course content:**

1. Micro teaching
2. Teaching subjects in regular schools/inclusive schools.

Sl. No.	Tasks for the Student- teachers	Disability Focus	Educational Setting	Hrs (180)	Description
1.	Micro teaching & simulated teaching on selected skills	General-student teachers	Institute / Respective college	20	5 lessons (Demonstration of Micro teaching Skills)
2.	<b>Macro Teaching</b> A. Lesson planning and Teaching for subjects selected a. Languages b. Non - languages	General /inclusive	General/inclusive	80	15 lessons Use technology at least in 5 lessons, and suitable TLM In inclusive class room make suitable accommodations, and use Universal design for learning (UDL)
	B. Lesson planning and Teaching with focus on adaptation, evaluation a. Languages b. Non - languages	General/ inclusive	General /inclusive	80	15 lessons Use technology at least in 5 lessons, and suitable TLM In inclusive classroom make suitable accommodations, and use Universal design for learning (UDL)

**Note:**

- Each lesson must be approved by the supervisor before executing the lessons for final practical examination, all the records and TLMs must be submitted to the external examiner.
- Certificate from School Head/In charge regarding the performance of the student trainee placed in that school should be submitted in the format given by the college.

