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(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2021-2022

(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (II)

Course Code	A-3	Title of the Course	**LEARNING, TEACHING AND ASSESSMENT**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Comprehend the theories of learning and intelligence and their applications for teaching children 2. Analyze the learning process, nature and theory of motivation 3. Describe the stages of teaching and learning and the role of teacher 4. Situate self in the teaching-learning process 5. Analyze the scope and role of assessment in the teaching-learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Course Content		
Unit	*Description*	*Weightage*(%)*

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 Constructism: 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
		20

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	20
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	20

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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	20
5.	**Assessment: Strategies and Practices** 5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open-book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure 5.2 Typology and levels of assessment items: 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)	20

Teaching-Learning Methodology	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.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
2.	Preparation of Self study report on individual differences among learners
3.	Prepare a leaflet for parents on better emotional management of children
4.	Compilation of 5 CBM tools from web search in any one school subject
5.	Team presentation of case study on assessment outcome used for pedagogic decisions

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6.	Report on community participation in school assessment or study recent ASAR report to understand independent school assessment

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.	The student-teachers will be able to understand learning theories and as these translate into teaching and learning actions.
2.	The student-teachers will be able to conduct assessment of learning as a continuous process.
3.	The student-teachers will be able to understand needs to focus on the PwD as Learner and their special education needs that teacher needs to address in diverse education settings.
4.	The student-teachers will be able to understand the role of assessment in teaching-learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Essential & Suggested References:

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

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5.	Paul, P. (2009). Language and Deafness. Singular publication.
6.	Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
7.	Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
8.	Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 11thedn, Pearson Publication, New Delhi.
9.	**Suggested Readings** • Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
10.	Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA: Corwin King.
11.	Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making.Scarborough, Ontario, Canada, Wadsworth.
12.	McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
13.	Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
14.	Salvia, J., & Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.

On-line resources to be used if available as reference material
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(B.Ed. Spl. Edu.(ID) (Bachelor of Special Education (Intellectual Disability))
Semester (II)

Course Code	A4 (Part 1)	Title of the Course	PEDAGOGY OF TEACHING SCIENCE
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	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 the 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-centred teaching-learning experiences. 5. Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

Course Content		
Unit	Description	Weightage* (%)
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	20
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	20
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)	20

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	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	
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	20
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 Tests 5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities	20

Teaching-Learning Methodology	There may be quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Pedagogical analysis of a unit from Science content.
2.	Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
3.	Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
4.	Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas
5.	Construction of a diagnostic test for unit along with a remedial plan.

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

Course Outcomes: Having completed this course, the learner will be able to	
1.	The student-teachers will be able to generate their interest for learning Science and develop a scientific attitude.
2.	The student-teachers will be able to teach Science using innovative methods, techniques and teaching-learning material to students with & without disabilities.
3.	The student-teachers will be able to apply skills to select and use different methods of teaching the content of sciences students with & without disabilities
4.	The student-teachers will be able to design and use various evaluation tools to measure learner achievement in the sciences.

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%

Essential & Suggested References:	
S. No.	*References*
1.	Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
2.	Buxton, A. C. (2010). Teaching Science in Elementary and Middle School**.** NewDelhi: Sage Publications.
3.	Bybee, R. (2010b). The teaching of Science: 21st-century perspectives. Arlington,VA: NSTA Press,USA.
4.	Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning**.**Washington, D.C: The Falmer Press.

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5.	Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi:Vikas Publishing House Pvt. Ltd.
6.	Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
7.	Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.
8.	Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
9.	Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
10.	Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
11.	Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
12.	Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
13.	NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
14	NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
15	Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
16	Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
17	Siddiqui, H. M. (2007). Teaching Science, New Delhi: Balaji offset.
18	Siddiqui, N.N., & Siddiqui, M. N. (1994). Teaching of Science today & tomorrow, Delhi: Doaba House.
19	Starin, A., & Sund, B. (1983). *Teaching Science through discovery*. Ohio: Charles E. Merril Publishing Company.
20	Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
21	UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
22	Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
23	Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

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(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (II)

Course Code	A-4(Part II)	Title of the Course	**PEDAGOGY OF TEACHING MATHEMATICS**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Explain the nature of Mathematics and its historical development with a contribution of Mathematicians. 2. Describe the aims and objectives of teaching Mathematics at the 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.

Course Content		
Unit	*Description*	*Weightage*(%)*
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	20
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	20
3.	**Strategies for Learning and Teaching Mathematics** 3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts	20

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	3.2 Learning By Exposition: Advanced Organizer Model 3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project 3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer-Assisted Instruction (CAI) 3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning	
4.	**Teaching-Learning Resources in Mathematics for Students with Disabilities** 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities 4.3 Bulletin Boards and Mathematics Club 4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips 4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities	20
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	20

Teaching-Learning Methodology	Lecture cum demonstration, Workshops and Seminars

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
2.	Preparation of a multimedia presentation on a topic with special reference to students with disabilities
3.	Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

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4.	Analyzing errors committed by school children in Mathematics and preparing a remedial plan
5.	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	10%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission	10%
3.	Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The student-teachers will be able to generate their student's interest in learning maths and develop dispositions towards the subject.
2.	The student-teachers will be able to teach maths using innovative methods, techniques and teaching-learning material for children with & without disabilities.
3.	The student-teachers will be able to plan for teaching Mathematics, organizing laboratory facilities and equipment designing pupil-centred teaching-learning experiences
4.	The student-teachers will be able to design and use various evaluation tools to measure learner achievement in Mathematics

Essential & Suggested References:	
S. No.	*References*
1.	**Essential Readings:** Carey, L.M. (1988). Measuring and Evaluating School Learning, Boston: Allyn and Bacon.
2.	Chambers, P. (2010).Teaching Mathematics, Sage Publication, New Delhi.

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3.	Chapman, L.R. (1970). The Process of Learning Mathematics, New York: Pregamon Press.
4.	David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
5.	David, W. (1988). How Children Think and Learn, New York: Blackwell Publishers Ltd.
6.	Gupta, H. N., & Shankaran, V. (Ed.), (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
7.	James, A. (2005). Teaching of Mathematics, New Delhi: Neelkamal Publication.
8.	Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.
9.	Mangal, S.K. (1993). Teaching of Mathematics, New Delhi: Arya Book Depot.
10.	Mani, M. N. G. (1992). Techniques of Teaching Blind Children, New Delhi: Sterling Publishers.
11.	Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987). Sourcebook for Training Teachers of Visually Handicapped, New Delhi: NCERT.
12.	Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation, Loviseville K: American Printing House.
13.	Siddhu, K.S. (1990). Teaching of Mathematics, New Delhi: Sterling Publishers.
8.	**Suggested Readings** Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment, Canada: Sage Publications.
9.	National Curriculum Framework. (2005). NCERT, New Delhi: NCERT.
10.	National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
11.	Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.
12.	Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.

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(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (II)

Course Code	A-4(Part III)	Title of the Course	**PEDAGOGY OF TEACHING SOCIAL SCIENCE**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	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 the preparation and use of support materials for effective social science teaching.
	4. Develop the ability to organize co-curricular activities and community resources for promoting social science learning.

Course Content		
Unit	*Description*	*Weightage*(%)*
1.	**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 the 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.	**Curriculum and Instructional Planning** 2.1 Organization of the social science curriculum at the 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	20
3.	**Approaches to the 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 3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, storytelling, Roleplay, 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 the teaching of social science: Time-lines &	20

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	Genealogical charts, Maps & Globes, Use of different types of Boards(Smartboards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and PowerPoint Presentation 3.5 Adaptations of material for teaching children with disabilities	
4.	**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	20
5.	**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 the 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	20

Teaching-Learning Methodology	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.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Prepare a unit of social science content for a given child with disabilities
2.	Develop an Action Research Plan on a problem related to teaching and learning in Social Science
3.	Adapt teaching-learning materials for a child with disabilities
4.	Develop questions and achievement tests in social science
5.	Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools

Evaluation Pattern		
Sr. No.	**Details of the Evaluation**	**Weightage**
1.	Internal Written / Practical Examination	20%

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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.	The student teachers will be able to explore the scope of social science.
2.	The student teachers will be able to develop competencies in designing lesson plans and evaluations tools.
3.	The student teachers will be able to address the knowledge and understanding of the methodologies, approaches to teach social sciences at the secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities
4.	The student teachers will be able to focus on various skills and competencies that teachers need to develop.

Essential & Suggested References:	
S. No.	*References*
1.	*Essential Readings:* Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.
2.	Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.
3.	Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
4.	Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
5.	Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
6.	Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.
7.	**Suggested Readings** Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
8.	George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'S New Textbook*

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	Initiative.
9.	Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
10.	Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.
11.	Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
12.	Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
13.	Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA
8.	Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot

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

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(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (II)

Course Code	A-4(Part V)	Title of the Course	PEDAGOGY OF TEACHING ENGLISH
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	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 the English language. 4. Use various techniques to evaluate the achievement of the learner in English.

Course Content		
Unit	*Description*	*Weightage*(%)*
1.	***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 the Indian context 1.5 Teaching as a second language in the Indian context.	20
2.	***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	20
3.	***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 the curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach 3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method 3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing 3.5 Accommodation in approaches and techniques in teaching children with disabilities	20
4.	***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: Smartboards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs,	20

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	Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and PowerPoint 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	
5.	***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	20

Teaching-Learning Methodology	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

Sr. No.	***Course Work/ Practical/ Field Engagement***
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 worksheet (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 anyone poem or essay of a well-known poet or writer

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%

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3.	University Examination	70%

Course Outcomes: *Having completed this course, the learner will be able to*	
1.	The student-teachers will be able to gain a strong knowledge base in the nature of English language & literature, instructional planning and evaluation.
2.	The learners will be able to apply theory to practice to design student-teachers own materials and plan lessons to teach real classes.
3.	The student-teachers will be able 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.
4.	Learners will be able to develop analytical and investigative skills and provide a foundation in issues related to English language teaching, second language pedagogy and language acquisition.

Essential & Suggested References:	
S. No.	*References*
1.	*Essential Readings:* Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
2.	Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
3.	Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
4.	Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
5.	IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
6.	IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.
1.	*Suggested Readings:* Agnihotri, R.K., & Khanna, A.L. (Ed.) (1996). English Grammar in context, Ratnasagar, Delhi.
2.	Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
3.	Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.

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4.	Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
5.	Bryne, D. (1988). Teaching Writing Skills, Longman, England.
6.	Krashen, D. (1992). Principles and Practice in Second Language Acquisition, Pergamum Press Oxford.
7.	Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques, Macmillan Publication, New Delhi.
8.	Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
9.	Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers. • Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, Neelkamal Publications, Hyderabad.
10.	Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

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(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (II)

Course Code	A-5(Part IV)	Title of the Course	**PEDAGOGY OF TEACHING HINDI**
Total Credits of the Course	04	Hours per Week	04

पाठ्यक्रम के उद्देश्य –	प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी –
	1 व्यक्ति तथा समाज के जीवन और विकास में 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 में 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 उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
	7 भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
	8 भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसन्धान का प्रयोग करेंगे।
	9 चिन्तन दैनन्दिनी और पोर्टफोलियो निर्माण की प्रविधि का उपयोग करेंगे।

Course Content		
Unit	*Description*	*Weightage*(%)*
इकाई 1	**भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।** 1.1 भाषा का प्रत्यय और उपयोगिता। 1.2 बोली, विभाषा और मानक भाषा का प्रत्यय। 1.3 शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान। 1.4 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया। 1.5 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आंकलन। 1.6 मूल–भूत भाषा कौशलों – श्रवण, वाचन, पठन और लेखन का परिचय।	15
इकाई 2	**पाठ्यवस्तु संवर्धन** 2.1 हिन्दी साहित्य का सामान्य परिचय। 2.2 हिन्दी गद्य साहित्य की परम्परागत विधाऐं – कहानी, नाटक और महाकाव्य। 2.3 हिन्दी गद्य साहित्य की आधुनिक विधाऐं – उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण। 2.4 हिन्दी व्याकरण में उर्दू, अंग्रेज़ी और संस्कृत से समाविष्ट प्रत्यय। 2.5 माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।	15
इकाई 3	**भाषा अधिगम की प्रकृति और पाठ नियोजन** 3.1 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य। 3.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण विधि।	15

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	3.3 पाठयोजना का परिचय, उपयोग और महत्त्व। 3.4 पाठयोजना के चरण और उनका क्रियान्वयन। 3.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण। 3.6 विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन। 3.7 पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।	
इकाई 4	**हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग** 4.1 माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता। 4.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा। 4.3 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता। 4.4 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन। 4.5 माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता। 4.6 व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य–पुस्तक विधियों का मूल्यांकन।	15
इकाई 5	**भाषा अधिगम–शिक्षण में सहायक सामग्रियों का प्रयोग** 5.1 शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ। 5.2 अधिगम–शिक्षण के दृश्य उपकरणों के प्रकार। 5.3 दृश्य उपकरणों – श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैशकार्ड की प्रयोग विधि। 5.4 श्रव्य उपकरणों – कॉम्पैक्ट डिस्क व कैसेट्स् के प्रयोग की विधि और अभ्यास। 5.5 मुद्रित श्रव्य उपकरणों –अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग। 5.6 वैद्युदण्विक उपकरणों – टेलीविजन्, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता। 5.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।	15
इकाई 6	**भाषा अधिगम के मूल्यांकन की प्रविधि** 6.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व। 6.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ। 6.3 लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन। 6.4 कक्षागत पाठ्यसहगामी गतिविधियों – गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन। 6.5 विद्यार्थियों के भाषा अधिगम का संचयीवृत बनाना।	15
इकाई 7	**चिन्तनशील साधक के रूप में शिक्षक** 7.1 अनुवर्ती चिन्तन की आवश्यकता और महत्त्व। 7.2 चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना। 7.3 विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग। 7.4 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन। 7.5 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।	10

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Teaching-Learning Methodology	

Sr. No.	प्रायोगिक कार्य – Course Work/ Practical/ Field Engagement
1.	आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान 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 सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
4.	चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

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: प्रस्तुत पाठ्यक्रम द्वारा छात्र अध्यापक सक्षम होंगे –	
1.	छात्र अध्यापक व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।
2.	मूलभत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
3.	इकाई नियोजन और पाठ योजना की प्रक्रिया में 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 उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
7.	भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
8.	भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसन्धान का प्रयोग करेंगे।

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	चिन्तन दैनन्दिनी और पोर्टफोलियो निर्माण की प्रविधि का उपयोग करेंगे।

सन्दर्भ पुस्तकें –

S. No.	सन्दर्भ
1.	हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, 2010.
2.	हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, 2005
3.	हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, 2005
4.	हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, 2006

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

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(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (II)

Course Code	B 6	Title of the Course	**INCLUSIVE EDUCATION**
Total Credits of the Course	02	Hours per Week	02

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

Course Content		
Unit	*Description*	*Weightage*(%)*
1.	**Introduction to Inclusive Education** 1.1 Marginalization 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	20
2.	**Policies & Frameworks Facilitating Inclusive Education** 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002) 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006) 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013	20

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3.	**Adaptations Accommodations and Modifications** 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	20
4.	**Inclusive Academic Instructions** 4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment 4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching 4.3 Differentiated Instructions: Content, Process & Product 4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies 4.5 ICT for Instructions	20
5.	**Supports and Collaborations for Inclusive Education** 5.1 Stakeholders of Inclusive Education & Their Responsibilities 5.2 Advocacy & Leadership for Inclusion in Education 5.3 Family Support & Involvement for Inclusion 5.4 Community Involvement for Inclusion 5.5 Resource Mobilisation for Inclusive Education	20

Teaching-Learning Methodology	Group discussions following videos and visits. The debate for Inclusion v/s Segregation & Self study for legislations and frameworks

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
2.	Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
3.	Design a Poster on Inclusive Education
4.	Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

Evaluation Pattern		
Sr. No.	**Details of the Evaluation**	**Weightage**

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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.	The student teachers will be able to develop an understanding about inclusive education and addressing diversity in the mainstream classroom.
2.	The student teachers will be able to know the pedagogical practices and recognise ways in which different stakeholders can collaborate for the success of inclusive education.
3.	The student teachers will be able to expound strategies for collaborative working and stakeholders support in implementing inclusive education
4.	The learners will be able to explicate the national & key international policies & frameworks facilitating inclusive education

Essential & Suggested References:	
S. No.	*References*
1.	**Suggested Readings** 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.	Choate, J. S. (1997). *Successful Inclusive Teaching*. 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*

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	*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.	Hegarthy, 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 Edcuation*. 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. Dr. Himanshu Swadia*
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 Sstudy*. Philadelphia: Open University Press.

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(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (II)

Course Code	C-13	Title of the Course	**CURRICULUM DESIGNING, ADAPTATION & EVALUATION**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	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, its domains and school readiness programme and their implications. 3. Acquire knowledge about curriculum domains at secondary, prevocational and vocational level 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

Course Content		
Unit	*Description*	*Weightage*(%)*
1.	**Curriculum Designing** 1.1 Meaning, Definition, Concept and Principles of Curriculum 1.2 Types and Approaches of Curriculum Designing 1.3 Curriculum Domains - Personal, Social, Academics, Recreational and Community living 1.4. Steps in developing curriculum, challenges of developing curriculum for inclusion 1.5. Curriculum evaluation, Implementation in inclusion	20
2.	**Curriculum at Pre-School and Primary School level** 2.1 Significance of Early Childhood Education and School Readiness 2.2 Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas 2.3 Curriculum Domains for Early Childhood Education and Sensory Mechanism 2.4 Sensitization of family, involvement in pre-school and primary level 2.5 Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing	20
3.	**Curriculum at Secondary, Pre-vocational and Vocational level** 3.1 Curriculum domains at Secondary level 3.2 Curriculum domains at Pre- vocational level 3.3 Curriculum domains at Vocational level 3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS	20

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	by MSJ&E) 3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting	
4.	**Curriculum Adaptations** 4.1 Need for Curricular Adaptation, Accommodation and Modification 4.2 Adaptation, Accommodation and Modification for Pre –academic Curriculum 4.3 Adaptation, Accommodation and Modification for Academics Curriculum 4.4 Adaptation, Accommodation and Modification for Co-Curriculum 4.5 Adaptation, Accommodation and Modification for School Subjects	20
5.	**Curriculum Evaluation** 5.1 Concept, Meaning, Definition of Curriculum Evaluation 5.2 Types and Approaches of Evaluation 5.3 Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System 5.4 Differential evaluation of PwID in inclusive setup 5.5 Implications of evaluation for inclusion	20

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

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	To prepare need based curriculum for training in • ADL Skills • School Readiness • Transition from School to Work • Movement/Dance/Yoga/Sports skills • Computer usage • House Keeping/ Laundry • Gardening / Horticulture • Creative / Performing Arts

Evaluation Pattern		
Sr. No.	**Details of the Evaluation**	**Weightage**
1.	Internal Written / Practical Examination	20%

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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.	The student-teachers will be able to understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.
2.	The student-teachers will be able to develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.
3.	The student-teachers will be able to acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.
4.	The student-teachers will be able to understand different strategies for curriculum adaptation, accommodation, modification and their significance.

Essential & Suggested References:	
S. No.	*References*
1.	*Essential Readings:* Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
2.	Bos, C.S. & Vaughu, S. (1994) Strategies for teaching students with learning and behaivour problems. Boston: Allyn and Bacon.
3.	Jeyachandaran, P.,& Vimala, V. (2000). Madras Developmental Programming System.
4.	Luftig, R.L. (1949).Teaching the Mentally Retarded Student: Curriculam, Methods and Strategies. Library of Congress Cataloging-in-publications data.
5.	Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad
6.	Myreddi, V. & Narayan, J. (2005) FACP – PID, NIMH, Secunderabad.
7.	Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
8.	Narayan, J. (2003) .Educating children with learning problems in regular schools NIMH, Secunderabad.

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9.	Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
10.	Narayan, J. Myreddi, V.,& Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
11.	Overton, T. (1992). Assessment in Special Education an Applied Approach. New York McMillan.
12.	Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.
13.	Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall
14.	**Suggested Readings** King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
15.	Narayan, & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
16.	Peshwaria, R. and Venkatesan. (1992) Behavioural retarded children A manual for teachers. NIMH, Secunderabad.
17.	Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication.
18.	Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
19.	Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
20.	Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.
21.	Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall
22.	Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad

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PRACTICUM: MR

Semester – II

E 2: Disability Specialization **Hours: 60** **Credits: 02**
Marks: 50

Sl. No.	Task for the Student Teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	IEP	ID	Special School	20	Develop IEP for 1 Student with ID at Primary level.
1.2	Lesson Planning and Teaching	ID	Special School	15	15 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	05	5 lessons (Demonstration of Micro teaching Skills
1.4	**Macro Teaching** **A.** Lesson planning and Teaching for subjects selected **a.** Languages **b.** Non Languages	General	General	10	10 lessons (5 in each Subject)
	B. Lesson planning and Teaching focusing on adaptation, evaluation *a.* Languages *b.* Non Languages	General	General	10	10 lessons (5 in each Subject)

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