Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School
App. by Rehabilitation Council of India, Ministry of Social Justice & Empowerment, Govt. of India
Affiliated to GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY
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Course / Teaching Plan

B.Ed.Spl.Ed. HI

2025-26

Semester –I

Semester –I

THEORY PAPER A1: Human Growth & Development

Total Marks: 100

Total hours: 60

FACULTY NAME: Dr. J. Das (JD) / Dr. Shashi Bhushan Gupta (SB)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1:** Approaches to Human Development	1.1 Human development as a discipline from infancy to adulthood	Lecture & Demonstration Method	**3 Hours**
		1.2 Concepts and Principles of development	Lecture & Discussion Method	**3 Hours**
		1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)	Lecture & Timeline/Activity Method	**2 Hours**
		1.4 Influence of Nature and Nurture on Development (Physical, Sensory-perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)	Lecture & Case Study Method	**2 Hours**
		1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)	Lecture & Demonstration Method	**2 Hours**
2.	**Unit 2:**Theoretical Perspectives on Human Development	2.1 Psychodynamic Theories 2.1. 1 Sigmund Freud's Psychoanalytic Theory 2.1.2 Erikson's Psychosocial Theory	Lecture, Discussion & Case Study Method	**4 Hours**
		2.2 Behaviourist Theories: 2.2.1 Ivan Pavlov's Classical Conditioning Theory 2.2.2 B. Frederick Skinner's Operant Conditioning Theory	Lecture, Demonstration & Activity Method	**3 Hours**
		2.3 Humanistic Theory and Social Theory 2.3.1 Abraham Maslow's Theory 2.3.2 Lev Vygotsky's Sociocultural Theory	Lecture, Discussion & Group Activity	**3 Hours**
		2.4 Cognitive Theory 2.4.1 Jean Piaget's Theory	Lecture, Demonstration & Case Study Method	**2 Hours**
		2.5 Ecological theory 2.5.1 Bronfenbrenner's Ecological Systems Theory	Lecture, Diagrammatic Presentation & Case Study	**2 Hours**

3.	**Unit 3:** Prenatal and Early years (Zero -Eight years)	3.1 Prenatal development: Conception, stages and influences on prenatal development	Lecture & Diagrammatic Presentation	**2 Hours**
		3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development	Lecture & Demonstration Method	**3 Hours**
		3.3. Milestones and variations in Development	Lecture, Demonstration & Case Study	**3 Hours**
		3.4 Environmental factors influencing early childhood development	Lecture, Discussion & Case Study	**2 Hours**
		3.5 Role of play in enhancing development	Demonstration, Activity & Play-Way Method	**2 Hours**
4.	**Unit 4:** Early Adolescence (From nine years to eighteen years)	4.1 Emerging capabilities across domains of physical and social emotional	Lecture, Discussion & Case Study	**3 Hours**
		4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics	Lecture, Activity & Group Discussion	**3 Hours**
		4.3 Issues related to puberty	Lecture, Discussion & Role Play	**2 Hours**
		4.4 Gender and development	Lecture, Group Discussion & Case Study	**2 Hours**
		4.5 Influence of the environment (social, cultural, political) on the growing child	Lecture, Discussion & Case Study	**2 Hours**
5.	**Unit 5:** Transitions into Adulthood	5.1 Psychological well-being	Lecture, Discussion & Case Study	**2 Hours**
		5.2 Formation of identity and self-concept	Lecture, Activity & Self-Reflection Method	**3 Hours**
		5.3 Emerging roles and responsibilities	Lecture, Group Discussion & Role Play	**2 Hours**
		5.4 Life Skills and independent living	Demonstration, Activity & Workshop Method	**3 Hours**
		5.5 Career Choices	Lecture, Career Guidance Activity & Field-Based Learning	**2 Hours**

THEORY Paper A2: Contemporary India and Education

Total Marks: 100

Total hours: 60

FACULTY NAME: Ms. Jyoti (JY)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1:** Philosophical Foundations of Education	1.1 Concept and Nature of Education: Concept of Education (Meaning and definition), Aims of Education (Individual, Social and Democratic), Scope of education; Conceptual distinction between Education and Schooling, Learning, Training, Teaching, Instruction.	**Lecture + Discussion Method**	**3 Hours**
		1.2 Agencies of Education: School, family, community and media as agencies of education	**Lecture + Discussion + Case Study Method**	**2 Hours**
		1.3 Schools of Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism as Schools of Philosophy	**Lecture + Comparative Discussion + Presentation Method**	**3 Hours**
		1.4 Classical Indian Philosophies: Vedanta Darshan, Sankya Darshan, Budhism and Jainism	**Lecture + Discussion + Presentation Method**	**2 Hours**
		1.5 Contribution of Indian Philosophers: Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, Sonam Wangchuk	**Lecture + Presentation + Discussion Method**	**2 Hours**
2.	**Unit 2:** Understanding Diversity	2.1 Concept and Types of Diversity: Concept, Nature and Types of Diversity (Gender, linguistic, cultural, socio-economic and disability)	**Lecture + Demonstration + Group Discussion**	**3 Hours**
		2.2 Girl child with disability, twice exceptionality; Disability as a Social and Political Construct	**Lecture + Case Study + Discussion Method**	**2 Hours**
		2.3 Global Perspective: United Nations mandate on Disability, International Classification of Functioning, Disability and Health (ICF 2001 by WHO), Impairment, Disability and Handicap (IDH) (Classified by the WHO 1980)	**Lecture + Demonstration + Case Study Method**	**2 Hours**
		2.4 Diversity and learning; Attributions to diversity in learning, embracing diversity in schools, equity and inclusion	**Discussion + Case Study + Activity-Based Method**	**2 Hours**
		2.5 Gender Equality as a Sustainable Development Goal (UN SDG5), Good Health and Wellbeing as a Sustainable Development Goal (UN SDG3), Quality Education as a Sustainable Development Goal (UN SDG4), Reduced Inequality as a Sustainable Development Goal (UN SDG10)	**Lecture + Presentation + Group Discussion**	**2 Hours**
3.	**Unit 3:** Commissions, Acts and Policies on Education in	3.1 Constitutional Provisions: Reflecting on ideas of Equality, Liberty, Secularism, and Social Justice; Constitutional Provisions on	**Lecture + Discussion + Case Study Method**	**2 Hours**

	General and Children with Disabilities	Right to Education, Women Education, Education for the Weaker Section and Minorities, Education for the Diverse Need Sections		
		3.2 National Commissions University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66); National Policy on Education (NPE 1968), National Policy of Education (NPE 1986 and POA 1992)	**Lecture + Timeline/Presentation Method**	**2 Hours**
		3.3 National Education Policy (NEP, 2020), National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009), National Curriculum Framework for School Education (NCFSE, 2023)	**Lecture + Presentation + Comparative Discussion**	**3 Hours**
		3.4 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006 (United Nations Committee on Right of Persons with Disabilities); MDG, 2015 (The Millennium Development Goals Report); INCHEON strategies (United Nations effort, Incheon Gan 2030); Biwako Millennium Framework.	**Lecture + Presentation + Group Discussion**	**3 Hours**
		3.5 National Acts: RCI Act, 1992, PWD (Persons with Disability) Act, 1995, NT (National Trust) Act, 1999, RTE Act (2009 & 2012) (Right to Education); The Right of Persons with Disability Act 2016	**Lecture + Case Study + Discussion Method**	**2 Hours**
4.	**Unit 4:** Development in School Education and Equal Educational Opportunity	4.1 Landmarks in Development of Education of Children with Disabilities: concept of disability in Surgeon Report, Disability in Charter Act 1823, Central Advisory Board of Education (CABE 1923) on children with hearing impairment (sign language), Indian perspective on Disability (Divyang Jan)	**Lecture + Timeline + Discussion Method**	**3 Hours**
		4.2 Right to Education and Universal Access; Issues of Universal enrolment, Universal retention, and Universal learning	**Lecture + Case Study + Problem-Solving Method**	**2 Hours**
		4.3 Issues of quality and equity: Physical, economic, social, cultural, l anguage issues in education (addressing multilingual practices of the children)	**Discussion + Case Study + Activity-Based Method**	**2 Hours**
		4.4 Meaning of equality and constitutional provisions: equity and equality, prevailing nature and forms of inequality, including dominant and minority groups and related issues; inequality in schooling: public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education systems.	**Lecture + Comparative Discussion + Debate**	**3 Hours**
		4.5 Programmes and Schemes: IEDC (1974, 1983) (Integrated Education for the Disabled Children), Samarga Shiksha Abhiyan [SSA (2000, 2011) (Sarva Shiksha Abhiyan), RMSA, 2009 (Rashtriya Madhyamik Shiksha Abhiyan)], IEDSS, 2009 (Inclusive Education of the Disabled at the Secondary Stage)	**Lecture + Presentation + Group Discussion**	**2 Hours**

5.	**Unit 5:** Issues and Trends in Education	5.1 Challenges of education across different levels from foundational to secondary stage	**Lecture + Brainstorming + Group Discussion**	**2 Hours**
		5.2 Trends in delivery of educational service: inclusive education as a right based model, complementarily of inclusive and special schools, Community participation and community-based education	**Lecture + Case Study + Group Discussion**	**3 Hours**
		5.3 Professional Development of Teachers: Aspiration and Qualities of Teachers, Professional Development of Teachers, In-service Teacher Education and Professional Development of Teachers	**Lecture + Workshop/Activity + Discussion**	**2 Hours**
		5.4 Professional Ethics of the Teachers and Its Importance, Professional Identity of Teachers, Teacher as a Researcher, Teacher as a Facilitator	**Lecture + Case Study + Role Play + Discussion**	**3 Hours**
		5.5 Strategies for addressing the Issues of Professional Development of Teachers, National Education Policy (NEP 2020) on Professional Development of Teachers	**Lecture + Presentation + Brainstorming + Discussion**	**2 Hours**



Theory-Semester I

PAPER– A 3: Learning, Teaching and Assessment

Total Marks: 100

Total Hours: 60

FACULTY NAME: Mr. Jitender Srivastava (JS)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1:** Human Learning and Intelligence	1.1. Human learning: meaning, definition and concept formation	**Lecture + Discussion + Examples**	**2 Hours**
		1.2. Learning theories: - Behaviourism: e.g. Pavlov, Thorndike, Skinner - Cognitivism: e.g. Piaget, Bruner - Social Constructivism: e.g. Vygotsky, Bandura	**Lecture + Demonstration + Comparative Discussion**	**4 Hours**
		1.3. Intelligence: - Concept and definition - Theories: e.g. Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)	**Lecture + Presentation + Case Study**	**3 Hours**
		1.4. Creativity: Concept, Definition and Characteristics	**Lecture + Brainstorming + Activity-Based Method**	**2 Hours**
		1.5. Implications for Classroom teaching and learning in special and inclusive class room settings	**Case Study + Demonstration + Group Discussion**	**3 Hours**
2.	**Unit 2:** Learning Process and Motivation	2.1. Sensation: Definition and Sensory Process	**Lecture + Demonstration + Experiential Activity**	**2 Hours**
		2.2. Attention: Definition and Affecting Factors	**Lecture + Demonstration + Activity-Based Method**	**2 Hours**
		2.3. Perception: Definition and Types	**Lecture + Demonstration + Experiential Activity**	**2 Hours**
		2.4. Memory, Thinking, and Problem Solving	**Lecture + Problem-Solving + Activity-Based Method**	**3 Hours**
		2.5. Motivation: Nature, Definition and Maslow's Theory	**Lecture + Discussion + Case Study**	**2 Hours**
3.	**Unit 3:** Teaching Learning Process	3.1 Maxims of Teaching	**Lecture + Demonstration +**	**2 Hours**

			Classroom Examples	
		3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect	**Lecture + Demonstration + Microteaching Activity**	**3 Hours**
		3.3 Stages of Learning: Acquisition, Maintenance, Generalization	**Lecture + Demonstration + Case Study**	**2 Hours**
		3.4 Learning Environment: Psychological, Social and Physical	**Lecture + Group Discussion + Case Study**	**2 Hours**
		3.5 Leadership role of teacher in special and inclusive Classroom, school and community	**Lecture + Role Play + Group Discussion**	**3 Hours**
4.	**Unit 4:** Overview of Assessment and School System	4.1 Assessment: Conventional meaning and constructivist perspective	**Lecture + Comparative Discussion + Examples**	**2 Hours**
		4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference	**Lecture + Comparative Analysis + Case Study**	**2 Hours**
		4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination	**Lecture + Demonstration + Concept Mapping**	**2 Hours**
		4.4 Formative and summative evaluation, Curriculum Based Measurement, with particular references to students with disabilities/diverse learning needs	**Lecture + Demonstration + Case Study + Practical Activity**	**3 Hours**
		4.5 Key concepts in evaluation: e.g. marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement options	**Lecture + Discussion + Case Analysis**	**3 Hours**
5.	**Unit 5 :**Assessment: Strategies and Practices	5.1 Strategies: e.g. 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	**Lecture + Demonstration + Practical Activity + Group Work**	**4 Hours**
		5.2 Typology and levels of assessment items: e.g. Multiple choice, open ended and close ended; direct, indirect, inferential level	**Lecture + Demonstration + Item-Writing Workshop**	**3 Hours**
		5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions	**Demonstration + Case Study + Practical Activity**	**3 Hours**
		5.4 Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations and accommodations	**Lecture + Case Study + Role Play + Discussion**	**3 Hours**
		5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam	**Lecture + Group Discussion + Debate +**	**4 Hours**

		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)	**Case Study**	

Theory Semester - I

PAPER B1 - Introduction to Disabilities

Total Marks: 100

Total hours: 60

FACULTY NAME: Mr. Prabhat Ranjan (PR)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1.** Basics of disability	1.1 Exceptionality: Concept, Types, Strengths and Characteristics	**Lecture + Discussion + Concept Mapping**	**2 Hours**
		1.2 Diversity, Difficulty, Delay & Disability in learners	**Lecture + Comparative Discussion + Case Study**	**3 Hours**
		1.3 Myths and realities about disabilities. 2e- Twice exceptionality	**Brainstorming + Myth-Fact Activity + Case Study**	**2 Hours**
		1.4 21 Specified disabilities in RPwD (2016) and their educational implications	**Lecture + Presentation + Group Discussion**	**3 Hours**
		1.5 International Classification of Functioning (ICF) framework of WHO; inaccessible environments as a source of barriers for learners with disabilities	**Lecture + Demonstration + Case Study + Discussion**	**3 Hours**
2.	**Unit 2:** Significant provisions for empowerment of learners with disabilities in RPWD Act (2016)	2.1 Respect for difference and acceptance of persons with disabilities as part of human diversity	**Discussion + Role Play + Reflective Activity**	**3 Hours**
		2.2 Benchmark disabilities & high support needs	**Lecture + Case Study + Discussion**	**2 Hours**
		2.3 Reasonable accommodations, equality and equity	**Lecture + Demonstration + Case Study**	**3 Hours**
		2.4 Accessibility & barrier free environment for different disabilities	**Demonstration + Activity-Based Learning + Case Study**	**3 Hours**
		2.5 Effective participation and inclusion	**Group Discussion + Role Play + Problem-Solving Activity**	**2 Hours**
3.	**Unit 3:** Characteristics, incidence, prevalence, types,	3.1 Locomotor disabilities and Muscular Dystrophy	**Lecture + Multimedia Presentation + Case**	**2 Hours**

	and needs of persons with;		**Study**	
		3.2 Cerebral Palsy and other neurological conditions	**Lecture + Demonstration + Case Study**	**2 Hours**
		3.3 Blindness and Low vision	**Lecture + Demonstration + Experiential Activity**	**3 Hours**
		3.4 Hearing impairment	**Lecture + Demonstration + Sign Language Activity + Case Study**	**3 Hours**
		3.5 Speech and language disabilities	**Lecture + Demonstration + Case Study**	**2 Hours**
4.	**Unit 4:** Characteristics, incidence, prevalence, types, and needs of persons with;	4.1 Intellectual Disability	**Lecture + Case Study + Discussion**	**3 Hours**
		4.2 Autism Spectrum Disorder	**Lecture + Multimedia Demonstration + Case Study + Discussion**	**3 Hours**
		4.3 Specific Learning Disabilities	**Lecture + Demonstration + Case Study + Activity-Based Method**	**3 Hours**
		4.4 Multiple Disability and Deafblindness	**Lecture + Demonstration + Case Study**	**2 Hours**
		4.5 Other Disabilities included in the RPwD (2016)	**Lecture + Presentation + Group Discussion**	**2 Hours**
5.	**Unit5:** Sensitivity while working with persons with disabilities	5.1 Use of respectable and 'person first' language and preserve identity	**Discussion + Role Play + Language Activity**	**2 Hours**
		5.2 Avoid labeling except for certification purposes	**Case Study + Role Play + Reflective Discussion**	**2 Hours**
		5.3 Uphold abilities and not limitations	**Activity-Based Learning + Case Study + Discussion**	**2 Hours**
		5.4 Understand intersectionality of disability	**Lecture + Case Study + Group Discussion + Concept Mapping**	**3 Hours**
		5.5 Eliminate stereotypes	**Brainstorming + Role**	**2 Hours**

			Play + Group Activity + Reflection	

Theory Semester - I

PAPER B2 - Introduction to Education of Students with Disabilities

Total Marks: 100

Total hours: 60

FACULTY NAME: Dr. Sandhya Bindal (SB)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1.** Changing perspectives in the education of children with disabilities	1.1 Paradigm shift in the disability (re)habilitation models & its impact on education of children with disabilities	**Lecture Method / Discussion**	**3 HOURS**
		1.2 Understanding the segregated special education, integrated education and inclusive education from the lens of policy provisions and recommendations of National Acts provisions, Education commissions, Disability and Education policies, and International frameworks	**Lecture Method / Discussion**	**3 HOURS**
		1.3 Technological advancements leading to changing perspectives towards education of children with disabilities	**Lecture Method / Discussion**	**2 HOURS**
		1.4 Research in neuroscience and neuroplasticity contributing to early childhood education and intervention	**Lecture Method / Discussion**	**2 Hours**
		1.5 Concept of 'high returns on early investment' facilitating early identification, intervention and education of children with disabilities	**Lecture Method / Discussion**	**2 Hours**
2.	**Unit 2: Current Initiatives for Education of Children with Disabilities**	**2.1** Initiatives by various Ministries in setting up of CDEIC and DIEC centres and training of Anganwadis for facilitating early identification and intervention for inclusive education	**Lecture Method / Presentation**	**3 Hours**
		2.2 Setting up and supporting special schools, centres and vocational education; provisions of various Government schemes	**Lecture Method / Discussion**	**2 Hours**
		2.3 'Divyanjan' as SEDGs and their educational empowerment; provisions in NEP 2020, National Curricular Framework for Foundational Stage (2022) and National Curricular Framework for School Education (2023)	**Lecture Method / Presentation**	**3 Hours**

		2.4 Training regular school teachers, norms for special educators, teacher-pupil ratio for inclusive education and accommodations for learning as directed by Supreme Court Judgment (2021)	**Lecture Method / Case Discussion**	**2 Hours**
		2.5 Reservation of seats under RTE Act (2009), creating barrier-free environment in schools, e-content guidelines and provisions of open schooling	**Lecture Method / Discussion**	**2 Hours**
3.	**Unit 3: Assessment at Pre-School and School levels**	**3.1** Sensitizing community and Anganwadis for early identification and intervention; development of soft skills, attending skills and knowledge of ICT	**Lecture Method / Activity**	**3 Hours**
		3.2 Home visits and need-based home training, informed choices and support for conducting surveys as mentioned in RPwD Act (2016)	**Lecture Method / Case Study**	**2 Hours**
		3.3 Assisting families in availing facilities under schemes and concessions; preparation of UDID card and data management	**Lecture Method / Demonstration**	**2 Hours**
		3.4 Working with general school teachers for inclusive pedagogy and supporting basic skills for learning for children with different disabilities	**Lecture Method / Group Discussion**	**3 Hours**
		3.5 Undertaking action research and attending continuous rehabilitation and professional development programmes	**Lecture Method / Workshop**	**2 Hours**
4.	**Unit 4: Assessment at Adult and Vocational levels**	**4.1** Early intervention (below 3 years): infrastructural requirements, cross-disability curriculum, school readiness programmes and transition planning	**Lecture Method / Discussion**	**3 Hours**
		4.2 Foundational and preparatory stages (3–11 years): infrastructural requirements and pedagogical practices	**Lecture Method / Demonstration**	**2 Hours**
		4.3 Middle school (11–14 years) and secondary stage (14–18 years): infrastructural requirements, pedagogical practices and career education for students with disabilities	**Lecture Method / Case Study**	**3 Hours**
		4.4 Pedagogical practices for high support needs and multiple disabilities; development of independent living skills	**Lecture Method / Demonstration**	**2 Hours**
		4.5 Maintaining school records and conducting parent meetings and programmes for families	**Lecture Method / Practical Activity**	**2 Hours**
5.	**Unit5:Assessment of Family Needs**	**5.1** Using technological tools and apps for easing and enhancing communication, reading, writing and computing	**Lecture Method / Demonstration**	**2 Hours**
		5.2 Blended and web-based educational services for distance learning for reaching the unreached	**Lecture Method / Demonstration**	**2 Hours**
		5.3 UDL (Universal Design for Learning) frameworks	**Lecture Method / Activity**	**2 Hours**
		5.4 AI tools to overcome communication barriers; AI-powered assistive robots for students with socio-emotional challenges; AI	**Lecture Method / Demonstration**	**3 Hours**

		tools for data collection, progress monitoring, teaching strategies and identifying potential learning roadblocks		
		5.5 Education for life and career skills: critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaboration and risk-taking abilities	**Lecture Method / Group Activity**	**2 Hours**

Theory Semester - I

PAPER C12 - Supportive Skills for the Education of Children with Disabilities

Total Marks: 100

Total hours: 60

FACULTY NAME: Mr. Dinesh Bindal (VI) (DB)

Mr. Harish Kumar (ID) (HK)

Ms. Jyoti (HI) (JY)

Mr. Sandeep Upadhyay (VI) (SU)

Mohd Haseeb Ahmad (ASD) (HA)

Ms. Anoushka Sharma (LD) (AS

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1: Welcoming and Safe School Environment**	1.1 Creating positive school climate, inclusive school policy, use of auditory, visual and tactile signage and icons	Lecture & Demonstration Method	2 Hours
		1.2 Safe corridors, classrooms, windows with grills and student-friendly spaces including toilets and drinking water	Lecture & Demonstration Method	2 Hours
		1.3 Teaching and non-teaching staff displaying positive attitude and using inclusive, respectful language	Lecture & Discussion Method	2 Hours
		1.4 Creating buddy systems, prevention of bullying, POCSO Committee and redressal cell	Lecture, Discussion & Role Play Method	2 Hours
		1.5 The power of embracing mistakes, rectifying and learning from failures	Interactive Lecture & Activity Method	2 Hours
2.	**Unit 2: Basics of ISL, Tactile Signs & Speech Reading**	2.1 Finger spelling and signing basic vocabulary of names, numbers, colours, days, months and question forms	Demonstration & Hands-on Practice Method	3 Hours
		2.2 Signing class essentials such as homework, attendance, transport, family members, school subjects and school activities	Demonstration, Practice & Role Play	3 Hours

		2.3 Signing essential communications for curricular and cross-curricular activities	Demonstration & Practice Method	2 Hours
		2.4 Manual alphabets for tactile signs; hand shapes, positions and movement of hands	Demonstration & Hands-on Practice	2 Hours
		2.5 Speech/lip reading skills and oral transliteration for educational settings	Demonstration, Practice & Role Play	2 Hours
3.	**Unit 3: Basics of Braille and Mobility Orientation for Low Vision/VI**	3.1 Pre-Braille skills for the development of tactile sense	Demonstration & Hands-on Practice	2 Hours
		3.2 Introduction to Braille alphabets in English, Hindi and regional languages; numerals, numbers, signs and symbols of basic operations	Demonstration & Practical Method	3 Hours
		3.3 Colour contrasts and large print for low vision; use of tactile shapes for denoting objects in school environment	Demonstration & Activity Method	2 Hours
		3.4 Orientation and mobility instructions, pre-cane skills and protective techniques	Demonstration & Practical Method	3 Hours
		3.5 Use of multimedia books, screen readers and magnifiers	Demonstration & Technology-based Learning	2 Hours
4.	**Unit 4: Adapted Communication Aids and AAC Methods for Students with CP and ASD**	4.1 Communication cards and displays, Gupshup books, text-to-speech and speech-to-text	Demonstration & Hands-on Practice	2 Hours
		4.2 Use of adapted reading and writing instruments and appropriate positioning for students with CP	Demonstration & Practical Method	2 Hours
		4.3 Use of structured visual strategies for creating sensory-friendly and predictable environment for ASD	Demonstration, Case Study & Activity Method	2 Hours
		4.4 Using interests and motivation, self-stimulatory behaviour and echolalia to promote learning	Lecture, Case Study & Discussion Method	2 Hours
		4.5 Using AACs to foster communication and learning in students with CP and ASD	Demonstration & Hands-on Practice	2 Hours
5.	**Unit 5: Supporting Academic Learning for Students with ID and SLD**	5.1 Support in academics – literacy and numeracy skills for students with SLD and ID; prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups	Lecture, Demonstration & Activity Method	3 Hours
		5.2 Use of tablets, laptops and calculators for numeracy; multimedia books for reading; sketching, pointing, transparency and fading strategies for writing and numeracy	Demonstration & Technology-based Learning	3 Hours
		5.3 Functional academics for students with ID; suitable learning and functional aids; breaking learning tasks into small steps	Demonstration, Task Analysis & Activity Method	3 Hours
		5.4 Self-help skills – adaptations in gadgets used to suit the needs of students	Demonstration & Hands-on Practice	2 Hours

		5.5 Adaptations of tools and instruments for safety of students with ID in workstations	Demonstration, Practical & Case Study Method	2 Hours

Theory Semester - I

PAPER C12 - Identification of Disability and Assessment of Needs

Total Marks: 100

Total hours: 60

FACULTY NAME: Ms. Radha Rawat (RR)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1	**Unit 1: Early Identification of Hearing Loss: Need and Strategies**	1.1 Need for and importance of early identification of hearing loss for preventing speech and language deprivation.	Lecture Method	2 Hours
		1.2 Overview to behavioural and objective techniques in screening for hearing loss	Lecture Method; Discussion	2 Hours
		1.3 Team members involved in hearing screening and their role.Need to sensitize them on language deprivation, sign language & deaf community.	Lecture Method; Question–Answer Method	2 Hours
		1.4 Use of checklists and behavioural observation in early identification of hearing loss by school teachers (congenital & acquired)	Lecture Method; Group Discussion	2 Hours
		1.5 Referral of children based on signs and symptoms of hearing loss	Lecture Method; Case Discussion	2 Hours
2	**Unit 2: Audiological Assessment**	2.1 Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL*vs* dBSPL, Auditory milestones in typical children (0-2 years)	Lecture Method; Discussion	3 Hours
		2.2 Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance	Lecture Method; Demonstration	3 Hours
		2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry	Lecture-cum-Demonstration; Role Play	3 Hours
		2.4 Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.	Lecture Method; Demonstration; Tool Review	4 Hours
		2.5 Concept of unaided, aided audiograms, speech spectrum and its applications. Orientation to auditory processing of speech and impact of its disorder.	Demonstration; Practical/ Report-Writing Exercise	2 Hours
3	**Unit 3: Assessment of Language**	3.1 Communication: Meaning, types and barriers.	Lecture Method; Discussion	2 Hours

	& Communication	3.2 Communication and language milestones of typically developing children.	Lecture Method; Demonstration	2 Hours
		3.3 Impact of various types, degrees and onset of hearing loss on communication and language.	Demonstration; Tool-Based Practical	3 Hours
		3.4 Impact of various environmental factors such as parental hearing status, family involvement on communication and language (productivity, complexity, correctness and communicativeness)	Demonstration; Tool-Based Practical; Case Study	3 Hours
		3.5 Receptive and expressive verbal language and ISL and need for its assessment.	Practical; Case-Based Report Writing; Discussion	2 Hours
4	**Unit 4: Assessment of Speech and ISL**	4.1 Prerequisites, processes, types and need for speech and ISL assessment.	Lecture Method; Discussion	2 Hours
		4.2 Basics of articulation and phonology (active and passive articulators; classification of vowels and consonants) & its assessment	Lecture Method; Case Study	2 Hours
		4.3 Supra-segmental aspects of speech and assessment of speech intelligibility.	Demonstration; Tool-Based Practical	3 Hours
		4.4 Basics of ISL Parameters and their role in early sign language acquisition. Development of ISL through the ages. Pre-requisites, processes and need for assessment of ISL.	Lecture Method; Group Discussion	2 Hours
		4.5 Assessment of various components of ISL (hand-shape, palm orientation, position of the hands, movement of the hands and non-hand components such as the use of the face, facial expressions, or body posture).	Practical; Report-Writing Exercise; Case Discussion	1 Hour
5	**Unit 5: Educational Assessment and Identification of Needs**	5.1 Educational assessment: Concept and Scope	Lecture Method; Discussion	2 Hours
		5.2 Factors affecting educational performance: individual, family and environment	Lecture Method; Case Discussion	2 Hours
		5.3 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based	Group Discussion; Case Study	2 Hours
		5.4 Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern)	Brainstorming; Group Activity	2 Hours
		5.5 International trends and challenges in assessment with bilingual and bimodal approaches: Independent, dual purpose and constructivist perspective and adaptations.	Demonstration; Role Play; Practical Exercise	2 Hours

PRACTICALS: Semester – I **PAPER E1: Visits & Writing Reports**

Total Marks: 100 **Total Hours: 60** **FACULTY NAME:** Mr. Prabhat Ranjan (PR)

Procedure:

Tasks for the Student - teachers	Disability Focus	Educational Setting	Credit/ Hours	Hrs (10)	Description	Faculty
Visits to special schools/ Deaf Associations/ Training Centres which use a) Educational Bilingualism b) Total Communication c) Oral-aural approach Identification of hearing loss & its implications	Hearing Impairment	Special schools for children with hearing impairment	2credits/ 60hours	45	Study the infrastructure, resources available in a special school, Deaf Associations/ Training Centres and observe the various services being offered. • Identify the communication mode being used by the school. • List the best practices offered by the schools/ organizations visited. • Write a report on the quality of education delivery in the special schools/ organizations visited based on the feedback from the deaf students. • Include the suggestions on what can be done to make it better.	Mr. Prabhat Ranjan
Visit to speech and hearing centre/ clinic	Hearing Impairment	Speech and hearing clinic		5	trial and fitting in children of various age groups • Listening to speech of children with and without hearing loss and identifying parameters (Non-segmental, Segmental & suprasegmental) 3 children each. • Observing speech assessment (screening) children. • Carrying out speech Assessment (screening). • Observing speech assessment using standardized tool. • Observing listening check of children's hearing devices. • Observing individual speech teaching sessions.	Mr. Prabhat Ranjan

					• Observing group teaching sessions (2children) • Planning and executing lesson plan for teaching non-segmental, segmental and suprasegmental aspects of speech (2children) • Study the infrastructure, resources and best practices in the settings	

PRACTICALS: Semester – I

PAPER E 2: DISABILITY SPECIALISATION

Total Marks: 100

Total Hours: 150

FACULTY NAME: Ms. Radha Rawat (RR) / Mr. Devesh Ahirwar (DA)

Procedure:

Tasks fortheStudent-Teachers	DisabilityFocus	EducationalSetting	Credit/Hours	Hrs(60)	Description	Faculty
Classroom teaching observation at different levels and in different subjects using Educational Bilingualism, Total Communication, and the Oral-Aural Approach	Hearing Impairment (HI)	Special schools for children with hearing impairment; classrooms at Foundation, Preparatory, Middle, and Secondary Stages.	2	60	Observe teaching-learning processes across different educational levels and subjects. Study the use of Educational Bilingualism, Total Communication, and the Oral-Aural Approach. Observe activities such as conversation, educational visits, directed activities, storytelling, poems, and subject-specific teaching. Prepare a separate observation report for each observation in written language, Indian Sign Language (ISL), or both. Include key learnings, insights, feedback, and areas for improvement. Present a summary of observations and reflections. Distribute the 60 hours across semesters, with 15	

					hours of observation per semester, and cover the Foundation, Preparatory, Middle, and Secondary Stages (5+3+3+4 structure).	



Semester – III

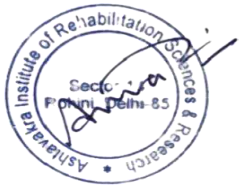
PAPER C14 – INTERVENTION AND TEACHING STRATEGIES

Total marks: 100 **Total hours: 60**

FACULTY NAME: Ms. Radha Rawat - RR

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1: Need & Strategies for Early Intervention of Hearing Loss**	1.1 Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.	**LECTURE METHOD**	**3 HOURS**
		1.2 Pre-school training programmes: Overview, need, requirements and plan of action.	**LECTURE METHOD**	**3 HOURS**
		1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.	**LECTURE METHOD**	**2 HOURS**
		1.4 Impact of early intervention on school outcomes	**LECTURE METHOD**	**2 HOUR**
		1.5 Intervention of late identified children with hearing impairment: Challenges & Strategies	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading**	2.1 Concept of 'Auditory Listening': Unisensory& Multisensory approaches	**LECTURE METHOD**	**4 HOURS**
		2.2 Auditory training: Importance, types (Individual & Group) and Stages	**LECTURE METHOD**	**2 HOURS**
		2.3 Auditory Verbal Therapy: Principle, importance and role of teacher	**LECTURE METHOD**	**2HOURS**
		2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences	**LECTURE METHOD**	**2 HOURS**
		2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher	**LECTURE METHOD**	**2 HOURS**
3.	**Unit 3: Speech Intervention Strategies**	3.1 Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach	**LECTURE METHOD**	**2 HOURS**
		3.2 Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants	**LECTURE METHOD**	**2 HOURS**
		3.3 Orientation to acoustics of speech	**LECTURE METHOD**	**3 HOURS**
		3.4 Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities	**LECTURE METHOD**	**3 HOURS**
		3.5 Individual and Group speech teaching: Strengths and challenges	**LECTURE METHOD**	**2HOURS**
4.	**Unit 4: Communication and Language Teaching Strategies**	4.1 Methods of teaching language: Natural, Structural and Combined	**LECTURE METHOD**	**3 HOURS**
		4.2 Principles and Techniques of developing language	**LECTURE METHOD**	**3 HOURS**
		4.3 Communication options: Compare and contrast	**LECTURE**	**2 HOURS**

			METHOD	
		4.4 Communication options: justification and challenges	**LECTURE METHOD**	**2 HOURS**
		4.5 Tuning the environment (Home & School) for facilitating language & Communication	**LECTURE METHOD**	**2 HOURS**
5.	**Unit 5: Educational Intervention Strategies**	5.1 Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)	**LECTURE METHOD**	**2 HOURS**
		5.2 Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services	**LECTURE METHOD**	**3 HOURS**
		5.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)	**LECTURE METHOD**	**2 HOURS**
		5.4 Partnership of various professionals & agencies in educational intervention	**LECTURE METHOD**	**3 HOURS**
		5.5 Child & Family Outcomes of Early Educational Intervention	**LECTURE METHOD**	**2 HOURS**



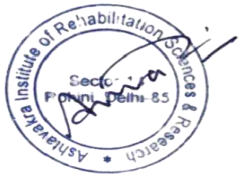
PAPER C15 – TECHNOLOGY AND DISABILITY

Total marks: 100 **Total hours: 60**

FACULTY NAME: Mr. Jitender Shrivastva

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1: Listening Devices and Classroom Acoustics**	1.1 Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures	**LECTURE METHOD**	**3 HOURS**
		1.2 Ear moulds: Types, Importance, Care & maintenance	**LECTURE METHOD**	**3 HOURS**
		1.3 Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational managemen	**LECTURE METHOD**	**2 HOURS**
		1.4 Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme	**LECTURE METHOD**	**2 HOUR**
		1.5 Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2: Technology for Management for Speech**	2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)	**LECTURE METHOD**	**4 HOURS**
		2.2 Use of computer based speech equipment for management of voice in children with hearing impairment	**LECTURE METHOD**	**2 HOURS**
		2.3 Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment	**LECTURE METHOD**	**2HOURS**
		2.4 Basic infrastructure required for using computer based speech training aids/equipment	**LECTURE METHOD**	**2 HOURS**
		2.5 Tele Speech Therapy	**LECTURE METHOD**	**2 HOURS**
3.	**Unit 3: Technology Facilitating Language & Communication**	3.1 Low cost technology and its application in development of teaching learning material	**LECTURE METHOD**	**2 HOURS**
		3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps	**LECTURE METHOD**	**2 HOURS**
		3.3 Web based technology for using and training of ISL	**LECTURE METHOD**	**3 HOURS**
		3.4 Sign to text and Text to sign technology	**LECTURE METHOD**	**3 HOURS**
		3.5 Augmentative and Alternative communication for children with Hearing	**LECTURE**	**2 HOURS**

		Impairment with additional/associating concerns	**METHOD**	
4.	**Unit 4: Technology Facilitating Education**	4.1 Technology and its impact on education: Changing Trends in teaching & learning	**LECTURE METHOD**	**3 HOURS**
		4.2 Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning &selflearning packages, Multimedia	**LECTURE METHOD**	**3 HOURS**
		4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning	**LECTURE METHOD**	**2 HOURS**
		4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning	**LECTURE METHOD**	**2 HOURS**
		4.5 Future technologies: Universal Design: Meaning & Scope	**LECTURE METHOD**	**2 HOURS**
5.	**Unit 5: Resource Mobilisation for Technology**	5.1 Agencies for Aids & Appliances: Government and non-government	**LECTURE METHOD**	**2 HOURS**
		5.2 Eligibility criteria for availing funding under Government schemes	**LECTURE METHOD**	**3 HOURS**
		5.3 Procedure for availing funding from different agents	**LECTURE METHOD**	**2 HOURS**
		5.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome	**LECTURE METHOD**	**3 HOURS**
		5.5 Agencies/Strategies to locate required human resources for various services and referrals	**LECTURE METHOD**	**2 HOURS**



PAPER C16 – PSYCHO SOCIAL AND FAMILY ISSUES

Total marks: 100 **Total hours: 30**

FACULTY NAME: Mr. Prabhat Ranjan - PR

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1: Psychosocial Aspects and Disability**	1.1 Overview of psychosocial development; wellbeing and quality of life	**LECTURE METHOD**	**3 HOURS**
		1.2 Implications of hearing impairment on domains of psychosocial developmen	**LECTURE METHOD**	**3 HOURS**
		1.3 Role of family in psychosocial development of children with hearing impairment	**LECTURE METHOD**	**2 HOURS**
		1.4 Role of peers and community in psychosocial development of children with hearing impairment	**LECTURE METHOD**	**2 HOUR**
		1.5 Challenges and issues in psychosocial development of children with hearing impairment	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2: Family Needs**	2.1 Identifying Family Needs for information, decision making, skill transfer and referral	**LECTURE METHOD**	**4 HOURS**
		2.2 Fostering family's acceptance of child's impairment and creating a positive environment	**LECTURE METHOD**	**2 HOURS**
		2.3 Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy	**LECTURE METHOD**	**2HOURS**
		2.4 Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits	**LECTURE METHOD**	**2 HOURS**
		2.5 Encouraging family participation in self-help groups and family support networking	**LECTURE METHOD**	**2 HOURS**
3.	**Unit 3: Family Empowerment**	3.1 Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting	**LECTURE METHOD**	**2 HOURS**
		3.2 Encouraging family acceptance of listening devices and ensuring its regular use	**LECTURE METHOD**	**2 HOURS**
		3.3 Supporting family in fostering and developing communication and language	**LECTURE METHOD**	**3 HOURS**
		3.4 Involving family in fostering and developing play, recreation and values	**LECTURE METHOD**	**3 HOURS**
		3.5 Encouraging family involvement in educational programme and participation in community based rehabilitation programme	**LECTURE METHOD**	**2 HOURS**

PAPER D17 – READING AND REFLECTING ON TEXTS

Total marks: 100 **Total hours: 60**

FACULTY NAME: Ms. Jyoti (JY)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1:** Reflections on Literacy	1.1 Literacy and Current University Graduates: Status and Concerns	**LECTURE METHOD**	**3 HOURS**
		1.2 Role of Literacy in Education, Career and Social Life	**LECTURE METHOD**	**3 HOURS**
		1.3 Literacy, Thinking and Self Esteem	**LECTURE METHOD**	**2 HOURS**
		1.4 Literacy of Second Language/ English: Need and Strategies	**LECTURE METHOD**	**2 HOUR**
		1.5 Basic Braille Literacy	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2:** Reflections on Reading Comprehension	2.1 Practicing Responses to Text: Personal, Creative and Critical	**LECTURE METHOD**	**4 HOURS**
		2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making	**LECTURE METHOD**	**2 HOURS**
		2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies	**LECTURE METHOD**	**2HOURS**
		2.4 Basic Understanding of Reading Comprehension of Children with Disabilities	**LECTURE METHOD**	**2 HOURS**
3.	**Unit 3:** Skill Development in Responding to Text	3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing	**LECTURE METHOD**	**2 HOURS**
		3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)	**LECTURE METHOD**	**2 HOURS**
		3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)	**LECTURE METHOD**	**2 HOURS**
		3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading	**LECTURE METHOD**	**3 HOURS**
4.	**Unit 4:** Reflecting Upon Writing as a Process and Product	4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)	**LECTURE METHOD**	**3 HOURS**
		4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)	**LECTURE METHOD**	**2 HOURS**
		4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)	**LECTURE METHOD**	**3 HOURS**
		4.4 Practicing Self Editing and Peer Editing of Sample Texts	**LECTURE METHOD**	**3 HOURS**

		4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness	**LECTURE METHOD**	**2 HOURS**
5.	**Unit 5:** Practicing Independent Writing	5.1 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories	**LECTURE METHOD**	**2 HOURS**
		5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking	**LECTURE METHOD**	**2 HOURS**
		5.3 Practicing Converting Written Information into Graphical Representation	**LECTURE METHOD**	**2 HOURS**
		5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists	**LECTURE METHOD**	**3 HOURS**
		5.5 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists	**LECTURE METHOD**	**2 HOURS**

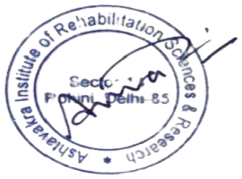
PAPER D18 – PERFORMING AND VISUAL ARTS

Total marks: 100 **Total hours: 60**

FACULTY NAME: Mr. Vikas Kumar – VK (Guest Facuty)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1:** Introduction to art Education	1.1 Art and art education: Meaning, scope and difference	**LECTURE METHOD**	**3 HOURS**
		1.2 Artistic expression: Meaning and strategies to facilitate	**LECTURE METHOD**	**3 HOURS**
		1.3 Art therapy: Concept and application to students with and without disabilities	**LECTURE METHOD**	**2 HOURS**
		1.4 Linking Art Education with Multiple Intelligences	**LECTURE METHOD**	**2 HOUR**
		1.5 Understanding emerging expression of art by students	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2:** Performing Arts: Dance and Music	2.1 Range of art activities related to dance and music	**LECTURE METHOD**	**4 HOURS**
		2.2 Experiencing, responding and appreciating dance and music	**LECTURE METHOD**	**2 HOURS**
		2.3 Exposure to selective basic skills required for dance and music	**LECTURE METHOD**	**2HOURS**
		2.4 Dance and Music: Facilitating interest among students: planning and implementing activities	**LECTURE METHOD**	**2 HOURS**
		2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations	**LECTURE METHOD**	**2 HOURS**

3.	**Unit 3:** Performing Arts: Drama	3.1 Range of art activities in drama	**LECTURE METHOD**	**2 HOURS**
		3.2 Experiencing, responding and appreciating drama	**LECTURE METHOD**	**2 HOURS**
		3.3 Exposure to selective basic skills required for drama	**LECTURE METHOD**	**3 HOURS**
		3.4 Drama: Facilitating interest among students: planning and implementing activities	**LECTURE METHOD**	**3 HOURS**
		3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations	**LECTURE METHOD**	**2 HOURS**
4.	**Unit 4:** Visual Arts	4.1 Range of art activities in visual arts	**LECTURE METHOD**	**3 HOURS**
		4.2 Experiencing, responding and appreciating visual art	**LECTURE METHOD**	**3 HOURS**
		4.3 Exposure to selective basic skills in visual art	**LECTURE METHOD**	**2 HOURS**
		4.4 Art education: Facilitating interest among students: planning and implementing activities	**LECTURE METHOD**	**2 HOURS**
		4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations	**LECTURE METHOD**	**2 HOURS**
5.	**Unit 5:** Media and Electronic Arts	5.1 Range of art activities in media and electronic art forms	**LECTURE METHOD**	**2 HOURS**
		5.2 Experiencing, responding and appreciating media and electronic arts	**LECTURE METHOD**	**3 HOURS**
		5.3 Exposure to selective basic skills in media and electronic arts	**LECTURE METHOD**	**2 HOURS**
		5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities	**LECTURE METHOD**	**3 HOURS**
		5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations	**LECTURE METHOD**	**2 HOURS**



Practical: Semester – III

PAPER E2 – Disability Specialization

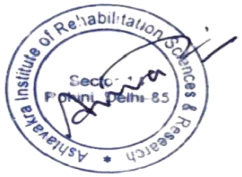
Total Marks: 100 **Total Hours: 120**

FACULTY NAME: Ms. Radha Rawat – RR / Mr. Devesh Ahirwar - DA/Ms. Jyoti - JY

Procedure:

Disability Focus	Education Setting	Hrs	Tasks for the students-teachers	Description	Name of Faculty
HI	Institute / Clinic	**9**	Aural intervention	Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) **A.** Linking Ling's 6 Sound test **B.** Selecting modality of training (Auditory, Speech reading, combination) **C.** Selecting method of Communication (Oral *vs* Manual)	**Ms. Radha Rawat – RR / Mr. Devesh Ahirwar - DA/Ms. Jyoti - JY**
HI		9	Speech intervention	Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	**Ms. Radha Rawat – RR / Mr. Devesh Ahirwar - DA/Ms. Jyoti - JY**
HI	Institute / school / ISL center	30	Learning and practicing ISL	practice Basic vocabulary, Common phrases, Conversations, Sample subject Texts, Stories in signs.	**Ms. Radha Rawat – RR / Mr. Devesh Ahirwar - DA/Ms. Jyoti - JY**
HI	Special school for children with hearing impairment	10	Classroom observation of teaching	**Preschool** - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular	**Ms. Radha Rawat – RR / Mr. Devesh Ahirwar - DA/Ms. Jyoti - JY**

				Primary - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular	
HI	Institute/ Special School	30	Lesson Planning and delivering	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)	**Ms. Radha Rawat – RR / Mr. Devesh Ahirwar - DA/Ms. Jyoti - JY**
HI		6	Individualised lessons	5 lessons on 1 student	**Ms. Radha Rawat – RR / Mr. Devesh Ahirwar - DA/Ms. Jyoti - JY**
Cross Disability	Inclusive school	6	Delivering lessons	4 lessons of school periods indicating appropriate curricular adaptations	**Ms. Radha Rawat – RR / Mr. Devesh Ahirwar - DA/Ms. Jyoti - JY**
Cross Disability	Special school	6	Visit to other than practice teaching school	Observing infrastructure and curricular transaction	**Ms. Radha Rawat – RR / Mr. Devesh Ahirwar - DA/Ms. Jyoti - JY**



PAPER F1 – Main disability special school (Related to Area C)

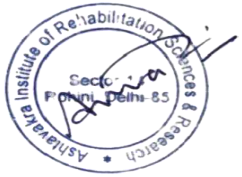
Total Marks: 100 **Total Hours: 120**

FACULTY NAME: Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR

Procedure:

Disability Focus	Education Setting	Hrs	Tasks for the students-teachers	Description	Name of Faculty
HI	Special school for Children with Hearing Impairment	30	Teacher assistant	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times, Journal of daily reflections and learning	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment	18	Practicing functioning as a teacher	Daily diary Undertaking continuous whole day teaching using daily diary system for planning and recording	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment	12	Understanding school examination	Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment		Understanding beyond classrooms	ParticipatinginSchoolcommittees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medicalcheckups–any3	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment		Development of (TLM), Worksheet	Developing3Teaching Learning Material(TLM)and10worksheet for the assigned class	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with		Document study	Readingandreportingonacademic calendars, time table, diaries, work books, progress reports, case files,	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR

	Hearing Impairment			parentmeetingreports,certificates, forms to avail exemptions and concessions,assessmentformatsfor pre-school	
HI	Special school for Children with Hearing Impairment		Useofinternet and modern technology forimprovingthe class processes	Using technology for classroom teaching, art education, record keeping, communication, downloadingpowerpoints,AVsfor concept development involving students	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment		Compilations of language teaching material news, conversation, stories and unseen pictures	Compilinglanguagematerialnews, conversations, stories and unseen pictures, Directed activities	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR
HI	Special school for Children with Hearing Impairment		Programend presentation	Power point presentation on consolidations,reflectionsandtake awaypointsfromfieldengagement tobeabletobecomeateacher	Mr. Jitender Shrivastav-JS / Mr. PrabhatRanjan - PR



Semester –II

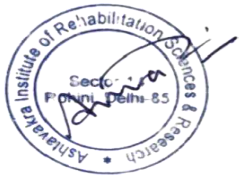
THEORY PAPER A4: Pedagogy of Teaching Mathematics
(Special Reference to Disability)

Total Marks: 100
Total Hours: 60
FACULTY NAME: Mr. Dinesh Bindal

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1: Nature of Mathematics**	1.1 Meaning, Nature, Importance and Value of Mathematics	**LECTURE METHOD**	**3 HOURS**
		1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics	**LECTURE METHOD**	**3 HOURS**
		1.3 Historical Development of Notations and Number Systems	**LECTURE METHOD**	**2 HOURS**
		1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)	**LECTURE METHOD**	**2 HOUR**
		1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2: Objectives and Instructional Planning in Mathematics**	2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools	**LECTURE METHOD**	**4 HOURS**
		2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms	**LECTURE METHOD**	**2 HOURS**
		2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry	**LECTURE METHOD**	**2HOURS**
		2.4 Unit Planning – Format of A Unit Plan	**LECTURE METHOD**	**2 HOURS**
		2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc	**LECTURE METHOD**	**2 HOURS**

3.	**Unit 3: Strategies for Learning and Teaching Mathematics**	3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts	**LECTURE METHOD**	**2 HOURS**
		3.2 Learning By Exposition: Advanced Organizer Model	**LECTURE METHOD**	**2 HOURS**
		3.3 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.	**LECTURE METHOD**	**3 HOURS**
		3.4 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.	**LECTURE METHOD**	**3 HOURS**
		3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situational/ Contextual Learning and computational thinking,	**LECTURE METHOD**	**2 HOURS**
4.	**Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities**	4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance	**LECTURE METHOD**	**3 HOURS**
		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	**LECTURE METHOD**	**3 HOURS**
		4.3 Mathematics learning and enrichment activities-Mathematics Club, Topic-centred and project based clubs, Quiz and debate clubs, Maths Olympiads and competitions	**LECTURE CUM DEMONSTRATION METHOD**	**2 HOURS**
		4.4 Mathematics learning devices: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips	**LECTURE METHOD**	**2 HOURS**
		4.5 Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents and other digital materials, Calculators, Computers, Smart Boards, Multimedia	**LECTURE METHOD**	**2 HOURS**

		Presentations, and Special, adapted and universally designed mathematical learning aids for Children with Disabilities		
5.	**Unit 5: Assessment and Evaluation for Mathematics Learning**	5.1 Assessment and Evaluation- Concept, Importance and Purpose, Flexibility in assessment.	**LECTURE METHOD**	**2 HOURS**
		5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures	**LECTURE METHOD**	**3 HOURS**
		5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, School Based Assessment in Mathematics and assessment of holistic development.	**LECTURE METHOD**	**2 HOURS**
		5.4 Preparation of Diagnostic, Achievement Test and holistic development report card.	**LECTURE METHOD**	**3 HOURS**
		5.5 Adaptations in Evaluation including techno-based evaluation Procedure for Students with Disabilities	**LECTURE METHOD**	**2 HOURS**



PAPER A4 - PEDAGOGY OF TEACHING SCIENCE

Total marks: 100
Total hours: 6
FACULTY NAME: Dr. Ketki (DK)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1: Nature and Significance of Science**	1.1 Nature, Scope, Importance and Value of Science	**LECTURE METHOD**	**3 HOURS**
		1.2 Science As an Integrated Area of Study	**LECTURE METHOD**	**3 HOURS**
		1.3 Science and Modern Indian Society: Relationship of Science and Society	**LECTURE METHOD**	**2 HOURS**
		1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament	**LECTURE METHOD**	**2 HOUR**
		1.5 Role of Science for Sustainable Development	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2: Planning for Instruction**	2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School	**LECTURE METHOD**	**4 HOURS**
		2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms	**LECTURE METHOD**	**2 HOURS**
		2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences	**LECTURE METHOD**	**2HOURS**
		2.4 Unit Planning – Format of A Unit Plan	**LECTURE METHOD**	**2 HOURS**
		2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis	**LECTURE METHOD**	**2 HOURS**

3.	**Unit 3: Approaches and Methods of Teaching Sciences**	3.1 Pedagogic principles, Process Approach, Direct Experience Approach, Inductive Deductive Approach	**LECTURE METHOD**	**2 HOURS**
		3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)	**LECTURE METHOD**	**2 HOURS**
		3.3 Project Method, Survey, Field-inquiry and Heuristic Method	**LECTURE METHOD**	**3 HOURS**
		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	**LECTURE METHOD**	**3 HOURS**
		3.5 Constructivist, phenomenological and computational thinking approaches and their application in Teaching Science	**LECTURE METHOD**	**2 HOURS**
4.	**Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science**	4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)	**LECTURE METHOD**	**3 HOURS**
		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	**LECTURE METHOD**	**3 HOURS**
		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	**LECTURE METHOD**	**2 HOURS**
		4.4 Aquarium, Vivarium – Role in learning science, setting, care & maintenance	**LECTURE METHOD**	**2 HOURS**
		4.5 Museum, Botanical, Zoological and Herbal Garden: Role in learning science, project and field work activities.	**LECTURE METHOD**	**2 HOURS**

5.	**Unit 5: Assessment and Evaluation**	5.1 Assessment and Evaluation- Concept, Nature and Need, Flexibility in assessment	**LECTURE METHOD**	**2 HOURS**
		5.2 Norm Referenced & Criterion Referenced Evaluation, School based Assessment: Concept and Significance, Holistic Assessment	**LECTURE METHOD**	**3 HOURS**
		5.3 Tools and Techniques for Formative and Summative Assessments	**LECTURE METHOD**	**2 HOURS**
		5.4 Preparation of Diagnostic Test, Achievement Test and holistic development report card.	**LECTURE METHOD**	**3 HOURS**
		5.5 Adaptations of Evaluation Procedure with Reference to Children with Disabilities	**LECTURE METHOD**	**2 HOURS**



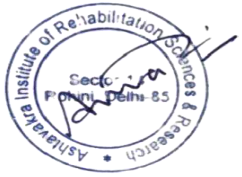
PAPER A4 -PEDAGOGY OF TEACHING SOCIAL SCIENCE

Total marks: 100
Total hours: 60
FACULTY NAME: Ms. Jyoti (JY)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit I: Nature of Social Sciences**	1.1 Concept, scope and nature of social science	**LECTURE METHOD**	**3 HOURS**
		1.2 Difference between social sciences and social studies	**LECTURE METHOD**	**3 HOURS**
		1.3 Aims and objectives of teaching social science at school level	**LECTURE METHOD**	**2 HOURS**
		1.4 Significance of social science as a core subject	**LECTURE METHOD**	**2 HOUR**
		1.5 Role of social science teacher for an egalitarian society	**LECTURE METHOD**	**2 HOURS**
2.	**Unit II: Curriculum and Instructional Planning**	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.	**LECTURE METHOD**	**3 HOURS**
		2.2 Instructional Planning: Concept, need and importance	**LECTURE METHOD**	**2 HOURS**
		2.3 Unit plan and Lesson plan: need and importance	**LECTURE METHOD**	**2HOURS**
		2.4 Procedure of Unit and Lesson Planning	**LECTURE METHOD**	**2 HOURS**
		2.5 Adaptation of unit and lesson plans for children with disabilities	**LECTURE**	**2 HOURS**

			METHOD	
3.	**Unit III: Approaches to teaching of Social Science**	3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive	**LECTURE METHOD**	**2 HOURS**
		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)	**LECTURE METHOD**	**2 HOURS**
		3.2.1. 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, Concept mapping, expository teaching and problem solving	**LECTURE METHOD**	**3 HOURS**
		3.3 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	**LECTURE METHOD**	**2 HOURS**
		3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, literatures and journals, textbooks and supplementary readers (in accessible formats), sources from ancient and contemporary arts, heritage and culture, museum multimedia, Television, Films & Filmstrips, Social science games and e-contents and digital materials	**LECTURE METHOD**	**3 HOURS**
4.		3.5 Adaptations of curriculum and resource materials for teaching social sciences to children with disabilities	**LECTURE METHOD**	**2 HOURS**
	Unit IV: Assessment and Evaluation of Learning in Social Science	4.1 Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment	**LECTURE METHOD**	**3 HOURS**
		4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio, Rubrics.	**LECTURE METHOD**	**3 HOURS**
		4.3 Assessment: tools and techniques of School Based Assessment,	**LECTURE**	**2 HOURS**

		assessment of holistic development	**METHOD**	
		4.4 Construction of diagnostic test, teacher made achievement test and holistic development report card	**LECTURE METHOD**	**2 HOURS**
5.		4.5 Adaptations of Evaluation Procedure for children with disabilities	**LECTURE METHOD**	**2 HOURS**
	Unit V: Social Science Teacher as a Reflective Practitioner	5.1 Being a reflective practitioner- use of action research	**LECTURE METHOD**	**2 HOURS**
		5.2 Developing an Action Research Plan for solving a problem in teaching learning of Social science	**LECTURE METHOD**	**2 HOURS**
		5.3 Case study- Need and Importance for a School Teacher	**LECTURE METHOD**	**3 HOURS**
		5.4 Development of a Professional Portfolio/ Teaching Journal	**LECTURE METHOD**	**2 HOURS**
		5.5 Competencies for teaching Social science to children with disabilities	**LECTURE METHOD**	**2 HOURS**



PAPER A5: PEDAGOGY OF TEACHING ENGLISH

Total marks: 100

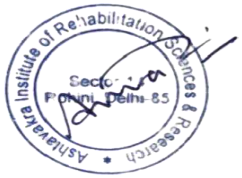
Total hours: 60

FACULTY NAME: Ms. Sanjana Mittal

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit I: Nature of English Language & Literature**	1.1 Principles of Language Teaching	**LECTURE METHOD**	**3 HOURS**
		1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)	**LECTURE METHOD**	**3 HOURS**
		1.3 English Language in the school context: An Evolutionary Perspective	**LECTURE METHOD**	**2 HOURS**
		1.4 Current Trends in Modern English Literature in Indian context	**LECTURE METHOD**	**2 HOUR**
		1.5 Teaching as second language in Indian context.	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2: Instructional Planning**	2.1 Aims and objectives of Teaching English at different stages of schooling	**LECTURE METHOD**	**4 HOURS**
		2.2 Instructional Planning: Need and Importance	**LECTURE METHOD**	**2 HOURS**
		2.3 Unit and lesson plan: Need and Importance	**LECTURE METHOD**	**2HOURS**
		2.4 Procedure of Unit and Lesson Planning	**LECTURE METHOD**	**2 HOURS**
		2.5 Planning and adapting units and lessons for children with disabilities	**LECTURE METHOD**	**2 HOURS**
3. 3.	**Unit 3: Approaches and Methods of Teaching English**	3.1 Difference between an approach and a method	**LECTURE METHOD**	**2 HOURS**

		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	**LECTURE METHOD**	**2 HOURS**
		3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method iv) integrative method	**LECTURE METHOD**	**3 HOURS**
		3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing	**LECTURE METHOD**	**3 HOURS**
		3.5 Accommodation in approaches and techniques in teaching children with disabilities	**LECTURE METHOD**	**2 HOURS**
4.	**Unit4: Instructional Materials**	4.1 Importance of instructional material and their effective use	**LECTURE METHOD**	**3 HOURS**
4.		4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cut outs, Charts, Tape-records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature.	**LECTURE METHOD**	**3 HOURS**
		4.3 Construction of a teacher made learning materials and other resurces for English proficiency	**LECTURE METHOD**	**2 HOURS**
		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	**LECTURE METHOD**	**2 HOURS**
		4.5 Adaptations of teaching material for children with disabilities	**LECTURE METHOD**	**2 HOURS**
5.	**Unit V: Assessment and Evaluation**	5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment	**LECTURE METHOD**	**2 HOURS**
		5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)	**LECTURE METHOD**	**3 HOURS**
		5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development	**LECTURE METHOD**	**2 HOURS**

		5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures	**LECTURE METHOD**	**3 HOURS**
		5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.	**LECTURE METHOD**	**2 HOURS**
		5.5 Competencies for teaching Social science to children with disabilities	**LECTURE METHOD**	**2 HOURS**

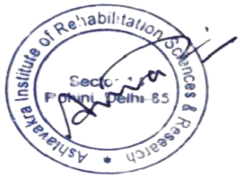


PAPER A5 – PEDAGOGY OF TEACHING HINDI

Total marks: 100
Total hours: 60
FACULTY NAME: Mr. Ramtirath Prajapati

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**इकाई 1: हिन्दीभाषाकीप्रकृति, प्रवीणताएवंसंवर्धन**	1.1 हिन्दीभाषाकानामकरणतथासंस्कृतसेहिन्दीकेउद्भवकीप्रक्रिया।	**LECTURE METHOD**	**3 HOURS**
		1.2 हिन्दीभाषामेंउर्दू, अंग्रेज़ीऔरसंस्कृतसेसमाविष्टप्रत्यय।	**LECTURE METHOD**	**3 HOURS**
		1.3 विश्वभाषाएवंभविष्यकीभाषाकेरूपमेंहिन्दीकाविकासऔरउसकाआकलन।	**LECTURE METHOD**	**3 HOURS**
		1.4 हिन्दीसाहित्यकासामान्यपरिचयतथागद्य-साहित्यकीविधाएँ: कहानी, नाटक, महाकाव्य, उपन्यास, यात्रा-विवरण, आत्मकथाऔरसंस्मरण।	**LECTURE METHOD**	**3 HOURS**
2	**इकाई 2: भाषाअधिगमकीप्रकृतिएवंपाठ-नियोजन**	2.1 हिन्दीशिक्षणकेलक्ष्यएवंउद्देश्य।	**LECTURE METHOD**	**3 HOURS**
		2.2 इकाई-नियोजनकीअवधारणा, महत्त्वएवंनिर्माण-विधि।	**LECTURE METHOD**	**3 HOURS**
		2.3 पाठ-योजनाकापरिचय, उपयोग, महत्त्व, चरण, संरचनाएवंक्रियान्वयन।	**LECTURE METHOD**	**3 HOURS**
		2.4 हिन्दीशिक्षणकेज्ञानात्मक, बोधात्मक, कौशलात्मकएवंरुचिगतउद्देश्योंकानिर्धारणतथाव्यवहारिकशब्दावलीमेंलेखन।	**LECTURE METHOD**	**3 HOURS**
3	**इकाई 3: हिन्दीकीविविधविधाओंकेशिक्षणकीविधियाँ**	3.1 गद्यएवंपद्यशिक्षणकीआवश्यकता, उपयोगितातथाउपयुक्तता।	**LECTURE METHOD**	**3 HOURS**
		3.2 गद्यशिक्षणकीअर्थबोध, व्याख्या, विश्लेषणएवंसंयुक्तविधियाँ: परिचयऔरसमीक्षा।	**LECTURE METHOD**	**3 HOURS**
		3.3 पद्यशिक्षणकीशब्दार्थ-कथन, खण्डान्वय, व्यासएवंसमीक्षाविधियाँ: परिचयऔरउपयुक्ताकाआकलन।	**LECTURE METHOD**	**3 HOURS**

		3.4 व्याकरणशिक्षणकीआवश्यकताएवंउपयोगिता; निगमन, आगमन, भाषासंसर्गऔरपाठ्य-पुस्तकविधियोंकामूल्यांकन।	**LECTURE METHOD**	**3 HOURS**
4	**इकाई 4: भाषा-अधिगमएवंशिक्षणमेंसहायकसामग्रियोंकाप्रयोग**	4.1 शिक्षणउपकरणोंकाअर्थ, महत्त्व, लाभतथादृश्य, श्रव्य, दृश्य-श्रव्यऔरस्पर्शात्मकउपकरणोंकेप्रकार।	**LECTURE METHOD**	**3 HOURS**
		4.2 श्यामपट्ट, चार्ट, नक्शे, मानचित्र, प्रतिरूप, फ्लैशकार्ड, सांकेतिकभाषाकेवीडियोएवंअनुशीर्षककाउपयोग।	**LECTURE METHOD**	**3 HOURS**
		4.3 मुद्रितएवंश्रव्यसामग्री: अख़बार, पत्रिकाएँ, पुस्तकें, कॉम्पैक्टडिस्क, श्रव्यपुस्तकें, DAISY पुस्तकेंऔरअन्यसंसाधनोंकाउपयोग।	**LECTURE METHOD**	**3 HOURS**
		4.4 टेलीविज़न, कंप्यूटर, डिजिटलपुस्तकें, ई-सामग्री, सॉफ़्टवेयर, मोबाइलऐप, विश्वजाल, सहायकतकनीकतथाभौतिक/आभासीभाषाप्रयोगशालाकाउपयोग।	**LECTURE METHOD**	**3 HOURS**
5	**इकाई 5: भाषा-अधिगमकेआकलनएवंमूल्यांकनकीप्रविधियाँ**	5.1 आकलनएवंमूल्यांकनकीसंकल्पना, उद्देश्य, महत्त्व, लचीलापनतथाविभिन्नप्रकारएवंउपकरण।	**LECTURE METHOD**	**3 HOURS**
		5.2 विद्यालय-आधारितआकलन; लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्तलेखन, आशुभाषणएवंकाव्य-पाठकामूल्यांकन।	**LECTURE METHOD**	**3 HOURS**
		5.3 गीत, अभिनय, संवाद, गतिविधियोंएवंनेतृत्व-कौशलकामूल्यांकनतथाभाषा-अधिगमकासंचयीवृत्ततैयारकरना।	**LECTURE METHOD**	**3 HOURS**
		5.4 त्रुटियोंकीपहचानएवंविश्लेषण, नैदानिकपरीक्षण, उपचारात्मकउपायतथादिव्यांगविद्यार्थियोंकेलिएमूल्यांकन-अनुकूलनऔरसमग्रविकासरिपोर्ट।	**LECTURE METHOD**	**3 HOURS**



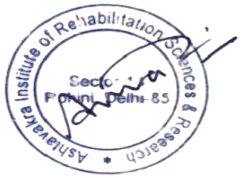
PAPER B3 –Equitable & Inclusive Education

Total Marks: 100
Total Hours: 60
FACULTY NAME: Mr. Prabhat Ranjan (PR)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
6.	**Unit 1: Nature of Mathematics**	1.1 Meaning, Nature, Importance and Value of Mathematics	**LECTURE METHOD**	**3 HOURS**
		1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics	**LECTURE METHOD**	**3 HOURS**
		1.3 Historical Development of Notations and Number Systems	**LECTURE METHOD**	**2 HOURS**
		1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)	**LECTURE METHOD**	**2 HOUR**
		1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development	**LECTURE METHOD**	**2 HOURS**
7.	**Unit 2: Objectives and Instructional Planning in Mathematics**	2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools	**LECTURE METHOD**	**4 HOURS**
		2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms	**LECTURE METHOD**	**2 HOURS**
		2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry	**LECTURE METHOD**	**2HOURS**
		2.4 Unit Planning – Format of A Unit Plan	**LECTURE METHOD**	**2 HOURS**
		2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting	**LECTURE**	**2 HOURS**

		Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc	**METHOD**	
8.	**Unit 3: Strategies for Learning and Teaching Mathematics**	3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts	**LECTURE METHOD**	**2 HOURS**
		3.2 Learning By Exposition: Advanced Organizer Model	**LECTURE METHOD**	**2 HOURS**
		3.3 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.	**LECTURE METHOD**	**3 HOURS**
		3.4 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.	**LECTURE METHOD**	**3 HOURS**
		3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situational/ Contextual Learning and computational thinking,	**LECTURE METHOD**	**2 HOURS**
9.	**Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities**	4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance	**LECTURE METHOD**	**3 HOURS**
		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	**LECTURE METHOD**	**3 HOURS**
		4.3 Mathematics learning and enrichment activities-Mathematics Club, Topic-centred and project based clubs, Quiz and debate clubs, Maths Olympiads and competitions	**LECTURE CUM DEMONSTRATION METHOD**	**2 HOURS**
		4.4 Mathematics learning devices: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips	**LECTURE METHOD**	**2 HOURS**
		4.5 Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents and other	**LECTURE**	**2 HOURS**

		digital materials, Calculators, Computers, Smart Boards, Multimedia Presentations, and Special, adapted and universally designed mathematical learning aids for Children with Disabilities	**METHOD**	
10.	**Unit 5: Assessment and Evaluation for Mathematics Learning**	5.1 Assessment and Evaluation- Concept, Importance and Purpose, Flexibility in assessment.	**LECTURE METHOD**	**2 HOURS**
		5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures	**LECTURE METHOD**	**3 HOURS**
		5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, School Based Assessment in Mathematics and assessment of holistic development.	**LECTURE METHOD**	**2 HOURS**
		5.4 Preparation of Diagnostic, Achievement Test and holistic development report card.	**LECTURE METHOD**	**3 HOURS**
		5.5 Adaptations in Evaluation including techno-based evaluation Procedure for Students with Disabilities	**LECTURE METHOD**	**2 HOURS**



PAPER C4 – ICT & Assistive Technology

Total marks: 100
Total hours: 60
FACULTY NAME: Mr. Jitender Srivastava (JS)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1: Listening Devices and Classroom Acoustics**	1.1 Listening devices: Types (Individual & Group), functioning of hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures, care, maintenance and basic troubleshooting of hearing aids.	**LECTURE METHOD**	**3 HOURS**
		1.2 Ear moulds: Types, importance, care & maintenance.	**LECTURE METHOD**	**3 HOURS**
		1.3 Classroom amplification devices: Speech Trainer, Hard wire, loop induction, infrared & FM systems, their importance in educational management.	**LECTURE CUM DEMONSTRATION METHOD**	**2 HOURS**
		1.4 Cochlear implant, middle ear implant, bone conduction implant, & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme.	**LECTURE METHOD**	**2 HOUR**
		1.5 Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance.	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2: Technology for Management of Speech**	2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer).	**LECTURE METHOD**	**4 HOURS**
		2.2 Use of computer-based speech equipment for management of voice in children with hearing impairment.	**LECTURE METHOD**	**2 HOURS**
		2.3 Use of computer-based speech equipment for management of supra-segmental features of speech in children with hearing impairment.	**LECTURE METHOD**	**2HOURS**
		2.4 Basic infrastructure required for using computer-based speech training	**LECTURE**	**2 HOURS**

		aids/equipment.	**METHOD**	
		2.5 Tele speech therapy.	**LECTURE METHOD**	**2 HOURS**
3.	**Unit 3: Technology for Facilitating Language & Communication**	3.1 Low-cost technology and its application in the development of teaching learning material.	**LECTURE METHOD**	**2 HOURS**
		3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, search engines, online learning material, Language Apps.	**LECTURE METHOD**	**3 HOURS**
		3.3 Web based technology for ISL.	**LECTURE METHOD**	**3 HOURS**
		3.4 Sign to text and Text to sign technology and Closed captioning.	**LECTURE METHOD**	**3 HOURS**
		3.5 Augmentative and Alternative communication (AAC) for children with hearing impairment with additional/associating concerns.	**LECTURE METHOD**	**2 HOURS**
4.	**Unit 4: Technology for Facilitating Education**	4.1 Impact of Technology on Education: Evolving Trends.	**LECTURE METHOD**	**3 HOURS**
		4.2 Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computerbased learning & self-learning packages, Multimedia).	**LECTURE METHOD**	**3 HOURS**
		4.3 Technology Based Educational Services: Online learning, Web based learning,Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and real time Captioning.	**LECTURE METHOD**	**2 HOURS**
		4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning.	**LECTURE METHOD**	**2 HOURS**
		4.5 Universal Design of Learning: Meaning & Scope.	**LECTURE METHOD**	**2 HOURS**

5.	**Unit 5: Resource Mobilization for Technology**	5.1 Agencies for Aids & Appliances: Government and non-government.	**LECTURE METHOD**	**2 HOURS**
		5.2 Eligibility criteria for availing funding under Government schemes.	**LECTURE METHOD**	**2 HOURS**
		5.3 Procedure for availing funding from different agents.	**LECTURE METHOD**	**2 HOURS**
		5.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome	**LECTURE METHOD**	**3 HOURS**
		5.5 Locating Human Resources for Services and Referrals	**LECTURE METHOD**	**2 HOURS**



PRACTICALS: Semester – I

PAPER F1: Supportive Skill Training (ISL & Assistive Technologies)

Total Marks: 100

Total Hours:180

FACULTY NAME: Mr. Devesh Ahirwar (DA) (Deaf Instructor)
Ms. Radha Rawat (RR)

Procedure:

Tasks fortheStudent-Teachers	Disability Focus	EducationalSetting	Credit/Hours	Hrs(10)	Description	Faculty
Compilation of Resources available For educational content through ISL	Hearing Impairment	Training Center / Bilingua	6 Credit/180 Hours	5	Create a list of at least 10 different resources (Websites / YouTube channels / Apps / online courses etc.) available for learning educational content through ISL, al	**Ms. Radha Rani Rawat/ Mr. Harsh**
ISL Communication				20	Learn and practice ISL Communication in daily life through basic vocabulary, sentences & questions. Practice dialogues in ISL about various topics.	**Ms. Radha Rani Rawat/ Mr. Harsh**
ISL Vocabulary for teaching subjects/ papers				20	Learn and practice the expansion of ISL vocabulary for teaching various subjects / papers. (Refer to the ISLRTC dictionary of 10,000 words and other existing resources)	**Ms. Radha Rani Rawat/ Mr. Harsh**
Teaching Concepts using ISL in various subjects				20	Observing subject wise e-content is available in ISL (SIGN LIBRARY, ISLRTC, NIOS etc.) Observing lessons in ISL given by deaf instructors. Delivering lessons using educational bilingualism in ISL and taking feedback from deaf instructors on the ISL quality and grammar.	**Ms. Radha Rani Rawat/ Mr. Harsh**
Abstract Concepts in ISL				10	Understanding and delivering abstract educational concepts in ISL	**Ms. Radha Rani Rawat/ Mr. Harsh**

Creative Expressions in ISL				10	Story telling in ISL, Poetry in ISL, Debates in ISL, Use of visual vernacular, News in ISL, Presentations in ISL, Interviews in ISL, ISL Competitions (Observe, practice and sign at least 5 examples each)	**Ms. Radha Rani Rawat/ Mr. Harsh**
Regional variation in ISL				5	Observe the regional variations in ISL and note the importance of knowing this variation while teaching Record regional variations in ISL (at least 5 examples). Discuss the importance of regional variations with the deaf students.	**Ms. Radha Rani Rawat/ Mr. Harsh**
ISL Grammar				20	ISL Parameters, Signing Space, Sign Families, Word Order, Size/Shapes in ISL, Different types of ISL sentences Questions in ISL, Negation in ISL, Tenses in ISL, Different Verbs in ISL, Classifiers, Indexing, and Localization	**Ms. Radha Rani Rawat/ Mr. Harsh**
ISL Games & Competitions				10	Participate and create various games, activities or competitions related to ISL	**Ms. Radha Rani Rawat/ Mr. Harsh**



PRACTICAL: Semester – II

PAPER F2 **-Internship in Disability Specialization**

Total Marks: 100

Total Hours: 120

FACULTY NAME: Ms. Jyoti (JY)
Mr. Devesh Ahirwar (DA) (Deaf Instructor)

Procedure:

Disability Focus	**Education Setting**	**Hrs**	**Tasks for the Student-Teachers**	**Description**	**Name of Faculty**
Hearing Impairment (HI)	Special schools / Deaf associations / Training centres using Educational Bilingualism, Total Communication and/or the Oral-Aural Approach	100	Practising the role of Special Educator-Intern / Assistant Teacher for CWHI	Teach lessons according to the assigned timetable. Use a daily diary to plan and record lessons; maintain records and reports; seek feedback from students, mentors and teachers; and reflect on ways to improve teaching-learning processes.	
Hearing Impairment (HI)	Special schools / inclusive classroom settings serving CWHI	30	Assisting Special Educators in classroom activities and management	Assist with prayer and assembly, sharing news, checking hearing devices, attendance, homework/classwork, student diaries, preparation of TLM, teaching-practice sessions, recapitulation, break-time routines and cultural activities.	
Hearing Impairment (HI)	Special school	10	Assisting in school examinations	Assist with examination planning, question-paper preparation, assessment, recording outcomes, writing progress reports, providing feedback to students and parents, and making pedagogical decisions.	
Hearing Impairment (HI)	Special school / community and school-based activities	10	Understanding learning and participation beyond classrooms	Participate in school committee meetings and help plan sports, picnics, trips, visits, Parent-Teacher Association (PTA) meetings, competitions, celebrations, annual gatherings and medical camps/check-ups.	

Hearing Impairment (HI)	Special school / assigned classroom	10	Developing Teaching-Learning Materials (TLM) and worksheets	Develop three TLMs and ten worksheets for the assigned class, keeping learners' language, communication and learning needs in mind.	
Hearing Impairment (HI)	Special school / training centre	10	Document study	Read and report on academic calendars, timetables, diaries, workbooks, progress reports, case files, parent-meeting reports, certificates, forms for exemptions/concessions and preschool assessment formats, where applicable.	
Hearing Impairment (HI)	Special school / classroom / training institute	10	Using the internet and modern technology to improve classroom processes	Use technology for classroom teaching, art education, record keeping and communication. Identify or prepare presentations and audio-visual resources for concept development and involve students appropriately.	
Hearing Impairment (HI)	Special school / language-learning setting	10	Compiling language-teaching materials	Compile age-appropriate language materials, including news, conversations, stories, unseen pictures and directed activities, to support language and communication development.	
Hearing Impairment (HI)	Special school / Deaf association / training centre with Deaf Teachers or Mentors and ISL use	10	Compiling a directory of Deaf associations, Deaf schools and support agencies	Prepare a list with contact details of local Deaf associations, Deaf schools and relevant support agencies. Create a chart of Deaf role models in India, including successful Deaf adults from the local area. Submit a journal, written report or video report in ISL.	
Hearing Impairment (HI)	Early intervention centres / hospitals / police stations / schools / government agencies / employers and other community settings	20	Assisting a Deaf Teacher/Mentor with awareness programmes on ISL, the Deaf community and Deaf culture	Help design an ISL course for family members focused on useful vocabulary in the local language. Assist in planning and conducting at least four awareness sessions. Write reports describing the sessions, stakeholder feedback and recommendations for follow-up.	
Hearing Impairment (HI)	Special school / training institute / community learning setting	20	Assisting a Deaf Teacher/Mentor in teaching ISL	Assist in designing a suitable curriculum and teaching Indian Sign Language to different stakeholder groups, adapting content to their needs and levels.	
Hearing Impairment (HI)	Academic settings / special school / training institute	20	Assisting a Deaf Teacher/Mentor with communication support	Provide communication access and support in academic settings through ISL, verbal communication or written communication, as appropriate to the learner and context.	
Hearing Impairment (HI)	Special school / training institute	20	Assisting a Deaf Teacher/Mentor in educational bilingualism	Assist in creating educational content videos in ISL and in planning lessons for live sessions on academic topics, supporting access to curriculum content through appropriate languages and modalities.	
Hearing Impairment (HI)	Special school / training institute / ISL learning setting	10	Assisting a Deaf Teacher/Mentor with ISL assessment	Help design and conduct formative ISL assessments for different age groups and use findings to plan suitable language-intervention strategies.	
Hearing	Institution / internship	10	Programme-end presentation	Prepare and deliver a PowerPoint presentation consolidating field experiences, tasks completed, reflections, learning	

Impairment (HI)	placement setting			outcomes and key takeaways for future work as a teacher or Special Educator.	



Semester – IV

PAPER B 10A – GUIDANCE & COUNSELLING

Total marks: 100 **Total hours: 30**

FACULTY NAME: Ms. Jyoti - J

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1: Introduction to Guidance and Counselling**	1.1 Guidance and Counselling: Definition and Aims	**LECTURE METHOD**	**3 HOURS**
		1.2 Areas of Guidance and Counselling	**LECTURE METHOD**	**3 HOURS**
		1.3 Core Conditions in Counselling	**LECTURE METHOD**	**3 HOURS**
		1.4 Skills and Competencies of a Counsellor	**LECTURE METHOD**	**3 HOURS**
		1.5 Role of Teacher in Guiding and Counselling Students with Special Needs	**LECTURE METHOD**	**3 HOURS**
2.	**Unit 2: Enhancing Self Image and Self Esteem**	2.1 Concept of Self as Human	**LECTURE METHOD**	**3 HOURS**
		2.2 Understanding of Feelings and Changes	**LECTURE METHOD**	**3 HOURS**
		2.3 Growth to Autonomy	**LECTURE METHOD**	**3 HOURS**
		2.4 Personality Development	**LECTURE METHOD**	**3 HOURS**
		2.5 Role of Teacher in Developing Self-Esteem in Children	**LECTURE METHOD**	**3 HOURS**
3.	**Unit 3: Guidance and Counselling in Inclusive Education**	3.1 Current Status with reference to Indian School	**LECTURE METHOD**	**3 HOURS**
		3.2 Types of Counselling: Child-Centred, Supportive, Family	**LECTURE METHOD**	**3 HOURS**
		3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance	**LECTURE METHOD**	**3 HOURS**
		3.4 Group Guidance: Group Leadership Styles and Group Processes	**LECTURE METHOD**	**3 HOURS**
		3.5 Challenges in Group Guidance	**LECTURE METHOD**	**3 HOURS**

PAPER B 11(B) – COMMUNICATION OPTIONS: ORALISM

Total marks: 100 **Total hours: 60**

FACULTY NAME: Ms. Radha Rawat - RR

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1: Understanding Hearing Loss in Real Life Context**	1.1. Definition, meaning and scope of Vocational Education	**LECTURE METHOD**	**2 HOURS**
		1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns	**LECTURE METHOD**	**2 HOURS**
		1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options	**LECTURE METHOD**	**2 HOURS**
		1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers	**LECTURE METHOD**	**2 HOURS**
		1.5 Importance of Neural Plasticity and Early Listening Opportunities	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2:** Vocational Transition & Curriculum Planning	2.1. Concept, meaning, importance of transition	**LECTURE METHOD**	**2 HOURS**
		2.2. Vocational transition models	**LECTURE METHOD**	**2 HOURS**
		2.3. Transitional Planning at pre-vocational & post-vocational level	**LECTURE METHOD**	**2 HOURS**
		2.4. Development of Individualized Vocational Transitional Plan	**LECTURE METHOD**	**2 HOURS**
		2.5. Development of Vocational Curriculum	**LECTURE METHOD**	**2 HOURS**
3.	**Unit 3:** Process of Vocational Rehabilitation & Placement	3.1. Types of Employment Settings	**LECTURE METHOD**	**2 HOURS**
		3.2. Process of Job Placement & Creation of Need-based Employment Settings	**LECTURE METHOD**	**2 HOURS**
		3.3. Adaptations, Accommodation, Safety Skills and First Aid	**LECTURE METHOD**	**2 HOURS**
		3.4. Self Advocacy& Self Determination Skill Training	**LECTURE METHOD**	**2 HOURS**
		3.5. Equal opportunities and attitudes towards persons with disabilities	**LECTURE METHOD**	**2 HOURS**

PAPER D19 – BASIC RESEARCH AND STATISTICS

Total marks: 100 **Total hours: 60**

FACULTY NAME: Dr. Preeti Jindal – DPJ (Guest Faculty)

S. NO	UNIT NAME	TOPIC/CONTENT	METHOD	TIME
1.	**Unit 1:** Introduction to Research	1.1 Scientific Method	**LECTURE METHOD**	**2 HOURS**
		1.2 Research: Concept and Definition	**LECTURE METHOD**	**2 HOURS**
		1.3 Application of Scientific Method In Research	**LECTURE METHOD**	**2 HOURS**
		1.4 Purpose of Research	**LECTURE METHOD**	**2 HOURS**
		1.5 Research in Education and Special Education	**LECTURE METHOD**	**2 HOURS**
2.	**Unit 2:** Types and Process of Research	2.1 Types of Research - Basic/Fundamental - Applied - Action	**LECTURE METHOD**	**2 HOURS**
		2.2 Process of Research - Selection of Problem - Formulation of Hypothesis - Collection of Data - Analysis of Data & Conclusion	**LECTURE METHOD**	**2 HOURS**
		2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale	**LECTURE METHOD**	**2 HOURS**
		2.4 Action Research in Teaching Learning Environment	**LECTURE METHOD**	**2 HOURS**
		2.5 Professional Competencies for Research	**LECTURE METHOD**	**2 HOURS**
3.	**Unit 3:** Measurement and Analysis of Data	3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio	**LECTURE METHOD**	**2 HOURS**
		3.2 Organization of data: Array, Grouped distribution	**LECTURE METHOD**	**2 HOURS**
		3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation	**LECTURE METHOD**	**2 HOURS**
		3.4 Correlation: Product Moment and Rank Order Correlation	**LECTURE METHOD**	**2 HOURS**
		3.5 Graphic representation of data	**LECTURE METHOD**	**2 HOURS**

PracticalE1:Cross Disability and Inclusion

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

FACULTY NAME: Mr. Jitender Shrivastav-JS

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Education Setting	Hrs	No. of Lessons	Faculty
1.1	Infrastructure of an Inclusive school Classroom teaching observations	Any Disability Other than ID	Inclusive school	04	Studyingtheextentofbarrierfree environment (Infrastructure includingAssistivedevices,Human resource & Inclusive teaching practices) available in an Inclusive school	Mr. Jitender Shrivastav-JS
1.2	Assisting Teacher Infrastructure of an Inclusive school			08	Observing10lessons(5language +5subjects)andwritingreport	Mr. Jitender Shrivastav-JS
1.3	Classroom teaching observations			08	Working as teacher assistant for Prayers/ Assembly, Checking hearingdevice,Attendance,Home work/Classwork,Writingdiaries, PreparingTLM,Teachingpractice sessionsrecapitulation,andBreak times	Mr. Jitender Shrivastav-JS

PracticalF2: Other disability special school

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

FACULTY NAME: Mr. Prabhat Ranjan / Ms. Jyoti - J

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Set up	Hours	No. of Lessons	Faculty
1	Teacher assistant	Special schoolof other disability	Studyingthebackgroundofthe children in the allotted class & workingasteacherassistantfor	12	Journal of daily reflections andlearning	Mr. Prabhat Ranjan – PR Ms. Jyoti - J

			Prayers/assembly, Attendance, Homework/classwork,Writing diaries & Assisting in school Celebrations			
2	Document study		Reading and reporting on Academiccalendars,Timetable, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions,Assessmentformats	3	Journal	Mr. Prabhat Ranjan – PR Ms. Jyoti - J
3	Use of internetand modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloadingpowerpoints,AVs for concept development involving students	3	Journal	Mr. Prabhat Ranjan – PR Ms. Jyoti - J

PracticalF3: Inclusive school

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

FACULTY NAME: Ms. Radha Rawat - RR / Mr. Devesh Ahirwar - DR

Procedure:

S.No	Tasks for the Student-Teachers	Disability Focus	Set up	Hours	No. of Lessons	Faculty
1	Understanding thechildren in the classroom	Inclusive School	Studyingthe background of children in the allotted class	06	Reportwith reflections	Ms. Jyoti - J
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progressreport	12		Ms. Jyoti - J

3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation,Preparing TLM &Planning celebrations	60		Ms. Jyoti - J
4	Remedial support		Teaching special children for specialised support for achieving the content mastery-2students	30		Ms. Jyoti - J
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answerscripts&Reporting	12		Ms. Jyoti - J

