



Pt. Ravishankar Shukla University Raipur (C.G.)

Syllabus

M.Ed.Spl.Edu (ID)

SEMESTER SYSTEM

I – IV Semester (2 Year Course)

2025

Effective from Academic Session 2025-27

REHABILITATION COUNCIL OF INDIA

(Statutory Body of the Ministry of Social Justice & Empowerment)

Department of Empowerment of Persons with Disabilities (Divyangjan)

Government of India

B-22, Qutab Institutional Area New Delhi – 110016

Email : rehabstd@ndc.vsnl.net.in rehcouncil_delhi@bol.net.in

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(syllabus As per RCI Norms)



Avanti Vihar Raipur		
Name of Course:- B.Ed Spl.Edu. (ID)		
Sem.	Paper Name	Change/ No Change
1st Sem. Dec.202 5	A1:- Human Growth & Development	Unit1: Approaches to Human Development (No. Change) 1.1 Human development as a discipline from infancy to adulthood (No. Change) 1.2 Concepts and Principles of development (No. Change) 1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood) (No. Change) 1.4 Influence of Nature and Nurture on Development (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship) (No. Change) 1.5 Domains of Development (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship) (Change)
		Unit 2:-Theoretical Perspectives on Human Development (Change) 2.1 Psychodynamic Theories (Change) 2.1.1 Sigmund Freud's Psychoanalytic Theory (Change) 2.1.2 Erikson's Psychosocial Theory 2.2 Behaviourist Theories: 2.2.1 Ivan Pavlov's Classical Conditioning Theory 2.2.2 B. Frederick Skinner's Operant Conditioning Theory 2.3 Humanistic Theory and Social Theory (Change) 2.3.1 Abraham Maslow's Theory (Change) 2.3.2 Lev Vygotsky's Sociocultural Theory 2.4 Cognitive Theory (Change) 2.4.1 Jean Piaget's Theory (Change) 2.5 Ecological theory (Change) 2.5.1 Bronfenbrenner's Ecological Systems Theory

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		Unit 3: Prenatal and Early years (Zero -Eight years) (No change) 3.1 Prenatal development: Conception, stages and influences on prenatal development (No change) 3.2 Birth and Neonatal development: Screening the newborn -APGAR Score, Reflexes and responses, neuro-perceptual development (No change) 3.3 Milestones and variations in Development (No change) 3.4 Environmental factors influencing early childhood development (No change) 3.5 Role of play in enhancing development (No change)
		Unit 4: Early Adolescence (From nine years to eighteen years) (No change) 4.1 Emerging capabilities across domains of physical and social emotional (No change) 4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics (No change) 4.3 Issues related to puberty (No change) 4.4 Gender and development (No change) 4.5 Influence of the environment (social, cultural, political) on the growing child (No change)
		Unit 5: Transitions into Adulthood (No change) 5.1 Psychological well-being (No change) 5.2 Formation of identity and self-concept (No change) 5.3 Emerging roles and responsibilities (No change) 5.4 Life Skills and Independent Living (No change) 5.5 Career Choices (No change)

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	A 2:- Contemporary India and Education	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. (Change) 1.2. Agencies of Education: School, family, community and media as agencies of education, (No Change) 1.3. Schools of Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism as Schools of Philosophy (No Change) 1.4. Classical Indian Philosophies: Vedanta Darshan, Sankya Darshan, Buddhism and Jainism (No Change) 1.5. Contribution of Indian Philosophers: Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, Sonam Wangchuk (Change)
		Unit 2: Understanding Diversity (Change) 2.1. Concept and Types of Diversity: Concept, Nature and Types of Diversity (Gender, linguistic, cultural, socio-economic and disability), (No change) 2.2. Girl child with disability, twice exceptionality; Disability as a Social and Political Construct; (Change) 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), (Change) 2.4. Diversity and learning; Attributions to diversity in learning, embracing diversity in schools, equity and inclusion (Change) 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) (Change)

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		Unit 3: Commissions, Acts and Policies on Education in General and Children with Disabilities (Change and Add on) 3.1. Constitutional Provisions: Reflecting on ideas of Equality, Liberty, Secularism, and Social Justice; Constitutional Provisions on Right to Education, Women Education, Education for the Weaker Section and Minorities, Education for the Diverse Need Sections. (Change) 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) (Change) 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)(Change) 3.4. International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCPRD, 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. (Change) 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.(Change)
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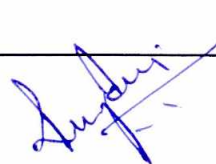
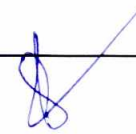
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		Unit 4: Development in School Education and Equal Educational Opportunity (All Change) 4.1. Landmarks in Development of Education of Children with Disabilities: concept of disability in Surgeon Report, Disability in Charter Act 1823, Central Advisory Board of Education (CABE 1923) on children with hearing impairment (sign language), Indian perspective on Disability (Divyang Jan) (Change) 4.2. Right to Education and Universal Access; Issues of Universal enrolment, Universal retention, and Universal learning; (Change) 4.3. Issues of quality and equity: Physical, economic, social, cultural, language issues in education (addressing multilingual practices of the children) (Change) 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. (Change) 4.5. Programmes and Schemes: IEDC (1974, 1983) (Integrated Education for the Disabled Children), Samagra 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) (Change)
		Unit 5: Challenges and Trends in Education (All Sub unit Change) 5.1. Challenges of education across different levels from foundational to secondary stage (Change) 5.2. Trends in delivery of educational service: inclusive education as a right based model, complementarity of inclusive and special schools, Community participation and community-based education (Change) 5.3. Professional Development of Teachers: Aspiration and Qualities of Teachers, Professional Development of Teachers, In-service Teacher Education and Professional Development of Teachers (Change) 5.4. Professional Ethics of the Teachers and Its Importance, Professional Identity of Teachers, Teacher as a Researcher, Teacher as a Facilitator (Change) 5.5. Strategies for addressing the Issues of Professional Development of Teachers, National Education Policy (NEP 2020) on Professional Development of Teachers (Change)



	B1 Introduction to Disabilities (Paper Name and All Content Change)	Unit I: Basics of disability (Paper Name and All Content Change) 1.1 Exceptionality: Concept, Types, Strengths and Characteristics 1.2 Diversity, Difficulty, Delay & Disability in learners 1.3 Myths and realities about disabilities. 2e- Twice exceptionality 1.4 21 Specified disabilities in RPwD (2016) and their educational implications 1.5 International Classification of Functioning (ICF) framework of WHO; inaccessible environments as a source of barriers for learners with disabilities
		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 2.2 Benchmark disabilities & high support needs 2.3 Reasonable accommodations, equality and equity 2.4 Accessibility & barrier free environment for different disabilities 2.5 Effective participation and inclusion
		Unit 3 Characteristics, incidence, prevalence, types, and needs of persons with; 3.1 Locomotor disabilities and Muscular Dystrophy 3.2 Cerebral Palsy and other neurological conditions 3.3 Blindness and Low vision 3.4 Hearing impairment 3.5 Speech and language disabilities
		Unit 4 Characteristics, incidence, prevalence, types, and needs of persons with; 4.1 Intellectual Disability 4.2 Autism Spectrum Disorder 4.3 Specific Learning Disabilities 4.4 Multiple Disability and Deafblindness 4.5 Other Disabilities included in the RPwD (2016)

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		Unit 5: Sensitivity while working with persons with disabilities 5.1 Use of respectable and 'person first' language and preserve identity 5.2 Avoid labeling except for certification purposes. 5.3 Uphold abilities and not limitations 5.4 Understand intersectionality of disability 5.5 Eliminate stereotypes
	B2:- Introduction to Education of Students with Disabilities (Paper Name and All Content Change)	Unit 1: Changing perspectives in the education of children with disabilities (Paper Name and All Content Change) 1.1 Paradigm shift in the disability (re)habilitation models & its impact on education of children with disabilities 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 1.3 Technological advancements leading to changing perspectives towards education of children with disabilities 1.4 Research in neuroscience and neuroplasticity contributing for early childhood education and intervention 1.5 Concept of 'high returns on early investment' facilitating early identification and intervention and education of children with disabilities

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		Unit 2: Current initiatives for education of children with disabilities 2.1 Initiatives by various Ministries in setting up of CDEIC and DIEC centers and training of Aganwadis for facilitating early identification and intervention for inclusive education 2.2 Setting up and supporting of special schools, centers, vocational education; provisions of various Govt schemes 2.3 'Divyanjan' as SEDGs and their educational empowerment; provisions in NEP 2020 and National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023) 2.4 Training regular school teachers, norms for special educators, standards for teacher pupil ratio for inclusive education and accommodations for learning as directed by Supreme Court judgment (2021) 2.5 Reservation of seats under RTE (2009) Act and creating barrier free environment in schools and e-content guidelines, provisions of open schooling
		Unit 3: Changing role of a special educator 3.1 Sensitizing community and Aganwadis for early identification and intervention, development of soft skills, attending skills and knowledge of ICT 3.2 Home visits and need based home training, informed choices, supporting for conducting surveys as mentioned in RPwD Act (2016) 3.3 Assisting families in availing facilities in schemes, concessions and preparation of UDID card and data management 3.4 Working with general school teachers for inclusive pedagogy and supporting basic skills for learning for children with different disabilities 3.5 Undertaking action research and attending continuous rehabilitation and professional development programs

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		Unit 4: Setting up of the special centres and curricular strategies in special schools (12 hrs) 4.1 Early intervention (below 3 years) infrastructural requirements, cross disability curriculum, school readiness programs and transition planning 4.2 Foundational and preparatory (3 yrs to 11 yrs) infrastructural requirements and pedagogical practices 4.3 Middle school (11yrs to 14 years) and secondary (14 yrs to 18 years) infrastructural requirements and pedagogical practices, supporting career education of students with disabilities. 4.4 Pedagogical practices for high support needs, multiple disabilities and independent living skills 4.5 Maintaining school records and conducting parent meetings and programs for families
		Unit 5: Futuristic requirements for education of students with disabilities 5.1 Using technological tools and apps for easing and enhancing communication, reading, writing and computing 5.2 Blended and Web-Based educational service for distance learning for reaching the unreached 5.3 UDL (Universal designs for learning) frameworks 5.4 AI (Artificial intelligence) tools to surpass communication barriers, AI-powered assistive robots for assisting students with socio-emotional challenges; AI tools for collecting and preserving data for monitoring progress, fine-tuning teaching strategies, and identify potential learning roadblocks. 5.5 Education for life and career skills: Critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaborations and risk taking abilities
	C 1 (ID): - Identification of Disability and Assessment of Needs Course code:	Unit 1: Intellectual Disability - Nature and Needs (No Change) 1.1 Historic Perspective of Intellectual Disability (ID) (No Change) 1.2 Definitions of Intellectual Disability, National and International –e.g. ICD-10, WHO, Rights of Persons with disabilities Act (RPwD, 2016). (No Change) 1.3 Causes and Prevention of Intellectual disability (No Change) 1.4 Classification – Medical, Psychological, Educational. International classification of Functioning (ICF). (No Change) 1.5 Screening, Identification, Characteristics and Needs of persons with intellectual disability. (No Change)

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		Unit 2: Assessment:- 2.1 Concept, Meaning, Definition and purpose of assessment. Assessment for certification, assessment for programming. (Change) 2.2 Areas and of Assessment - Medical, Psychological, Educational, Behavioural & Ecological (Change) 2.3 Methods of Assessment – e.g. Observation, Interview and Rating Scale (Change) 2.4 Types and Approaches – Norm Referenced Tests (NRT) e.g. Psychological assessment tools of intelligence e.g. Indian adaptation of Binet test of intelligence, Malins Intelligence scale for Indian children, NIEPID Indian Test of Intelligence (NITI)., WISC. Criterion Referenced Tests (CRT), Curriculum based assessment (CBA) and Teacher Made Tests (Change) 2.5 Documentation of assessment, Result interpretation and Report writing– Implication of all the above for Inclusion (No Change)
		Unit 3: Assessment at various levels of School education (Change Unit) 3.1 Importance of Assessment at Pre- School and School levels,/ NEP 2020 - Foundational, Preparatory, Middle and Secondary levels. 3.2 Developmental and Adaptive Behaviour Assessment 3.3 Assessment Tools at Foundational and preparatory levels (preschool) –e.g. Upanayan, Aarambh, Portage guide to early education, Madras developmental Programming system (MDPS), Functional assessment checklist for Programming (FACP), other recently developed tools. 3.4 Assessment Tools at School Ages (NEP 2020 – Middle and secondary levels)– e.g. MDPS, BASIC-MR, Grade level assessment device for children with learning problems in schools (GLAD), Support Intensity Scale, Curriculum based assessment, any recently developed tools. 3.5 Documentation of assessment, Result interpretation and Report writing– Implication of class level and curriculum based assessment and its relation to Inclusion with resource support.

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		Unit 4: Assessment at Adult and Vocational levels (Change) 4.1 Significance of Assessment for Independent living of persons with intellectual disabilities 4.2 Assessment for Transition from School to Work 4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS, Comprehensive Assessment Tool for Adults with Intellectual Disabilities. 4.4 Provisions and Schemes of Ministry of Social Justice and Empowerment (MSJ&E) for Vocational Skill Development 4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment outcomes for Community living
		Unit 5: Assessment of Family Needs (Change) 5.1 Significance of psychosocial needs and its assessment in family (Change) 5.2 Assessment of parental needs and its implication in planning Individualised programmes (Change) 5.3 Assessment of siblings and extended family members and its implication in planning education of persons with intellectual disability. (Change) 5.4 .Assessment of family and community resources for inclusion and strengthening of family. (Change) 5.5 Documentation, recording and reporting –using the information in holistic programming with the multidisciplinary team. (Change)
	Practical	E1:- (ID) DISABILITY AND INCLUSION (Change)
		E2:- DISABILITY SPECIALISATION (Change)

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2nd Sem. Dec.20 25	A3:- Learning, Teaching and Assessment	Unit 1: Human Learning and Intelligence (No. Change) 1.1 Human learning: meaning, definition and concept formation (No. Change) 1.2 Learning theories: - Behaviourism: e.g. Pavlov, Thorndike, Skinner - Cognitivism: e.g. Piaget, Bruner - Social Constructivism: e.g. Vygotsky, Bandura (No. Change) 1.3 Intelligence: - Concept and definition - Theories: e.g. Two-factor, Multifactor, Triarchic Theory (Robert Steinberg) (No. Change) 1.4 Creativity: Concept, Definition and Characteristics (No. Change) 1.5 Implications for Classroom teaching and learning in special and inclusive class room settings. (No. Change)
		Unit 2: Learning Process and Motivation (No. Change) 2.1 Sensation: Definition and Sensory Process (No. Change) 2.2 Attention: Definition and Affecting Factors (No. Change) 2.3 Perception: Definition and Types (No. Change) 2.4 Memory, Thinking, and Problem Solving (No. Change) 2.5 Motivation: Nature, Definition and Maslow's Theory (No. Change)
		Unit 3: Teaching Learning Process (No Change) 3.1 Maxims of Teaching 3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect 3.3 Stages of Learning: Acquisition, Maintenance, Generalization 3.4 Learning Environment: Psychological, Social and Physical 3.5 Leadership role of teacher in special and inclusive Classroom, school and community
		Unit 4: Overview of Assessment and School System 4.1 Assessment: Conventional meaning and constructivist perspective (No. Change) 4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference (No. Change) 4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination (No. Change) 4.4 Formative and summative evaluation, Curriculum Based Measurement, with particular references to students with disabilities/diverse learning needs (No. Change) 4.5 Key concepts in evaluation: e.g. marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement options (Change)

Regina Singh

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		Unit 5: Assessment: Strategies and Practices (No. Change) 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 5.2 Typology and levels of assessment items: e.g. Multiple choice, open ended and close ended; direct, indirect, inferential level 5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions 5.4 Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations and accommodations; Unit 5: Disability, Socio-economic and other disadvantaged conditions 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), 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)
	A 4 (a):- Pedagogy of Teaching Science	Unit 1: Nature and Significance of Science (No. change) 1.1 Nature, Scope, Importance and Value of Science 1.2 Science As an Integrated Area of Study (No. change) 1.3 Science and Modern Indian Society: Relationship of Science and Society (No. change) 1.4 Impact of Science with Special Reference to Issues related with Environment,) Industrialization and Disarmament (No. change) 1.5 Role of Science for Sustainable Development (No. change)
		Unit 2: Planning for Instruction (No. change) 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School (No. change) 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms (No. change) 2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences (No. change) 2.4 Unit Planning – Format of A Unit Plan (No. change) 2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis (No. change)

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		Unit 3: Approaches and Methods of Teaching Sciences (No. change) 3.1 Pedagogic principles, Process Approach, Direct Experience Approach, InductiveDeductive Approach (No. change) 3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping,Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL) (No. change) 3.3 Project Method, Survey, Field-inquiry and Heuristic Method (No. change) 3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), (No. change) Situated/Contextual Learning with reference to Children with Disabilities (No. change) 3.5 Constructivist, phenomenological and computational thinking approaches and their application in Teaching Science (No. change)
		Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science (Change) 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) (No. change) 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 (change) 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 (change) 4.4 Aquarium, Vivarium – Role in learning science, setting, care & maintenance (change) 4.5 Museum, Botanical, Zoological and Herbal Garden: Role in learning science, project and field work activities. (change) <i>Roshan</i> <i>[Signature]</i> <i>[Signature]</i>

		Unit 5: Assessment and Evaluation (Change & Add On) 5.1 Assessment and Evaluation- Concept, Nature and Need, Flexibility in assessment(Change & Add On) 5.2 Norm Referenced & Criterion Referenced Evaluation, School based Assessment: Concept and Significance, Holistic Assessment (Change) 5.3 Tools and Techniques for Formative and Summative Assessments (No.Change) 5.4 Preparation of Diagnostic Test, Achievement Test and holistic development report card. (Add On) 5.5 Adaptations of Evaluation Procedure with Reference to Children with Disabilities
	A4 (b) :- Pedagogy of Teaching Mathematics	Unit 1: Nature of Mathematics (No. Change) 1.1 Meaning, Nature, Importance and Value of Mathematics (No. Change) 1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics (No. Change) 1.3 Historical Development of Notations and Number Systems (No. Change) 1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras) (No. Change) 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development (No. Change)
		Unit 2: Objectives and Instructional Planning in Mathematics (No. Change) 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools (No. Change) 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms (No. Change) 2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry (No. Change) 2.4 Unit Planning – Format of A Unit Plan (No. Change) 2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc (No. Change)

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		Unit 3: Strategies for Learning and Teaching Mathematics (Change) 3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts (Change) 3.2 Learning By Exposition: Advanced Organizer Model (Change) 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. (Change) 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. (Change) 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,(Change)
		Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities (change) 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance (Change) 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 (Change) 4.3 Mathematics learning and enrichment activities-Mathematics Club, Topic-centred and project based clubs, Quiz and debate clubs, Maths Olympiads and competitions (Change) 4.4 Mathematics learning devices: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips. (Change) 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 Presentations, and Special, adapted and universally designed mathematical learning aids for Children with Disabilities (Change)

Ravi

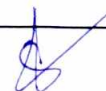
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		Unit 5: Assessment and Evaluation for Mathematics Learning (Change) 5.1 Assessment and Evaluation- Concept, Importance and Purpose, Flexibility in assessment. (Change) 5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures (Change) 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. (Change) 5.4 Preparation of Diagnostic, Achievement Test and holistic development report card. (Change) 5.5 Adaptations in Evaluation including techno-based evaluation Procedure for Students with Disabilities
	A 4:- Pedagogy of Teaching Social Science	Unit I: Nature of Social Sciences (No. Change) 1.1 Concept, scope and nature of social science (No. Change) 1.2 Difference between social sciences and social studies(No. Change) 1.3 Aims and objectives of teaching social science at school level(No. Change) 1.4 Significance of social science as a core subject (No. Change) 1.5 Role of social science teacher for an egalitarian society (No. Change)
		Unit II: Curriculum and Instructional Planning (Change) 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. (Change) 2.2 Instructional Planning: Concept, need and importance (No. Change) 2.3 Unit plan and Lesson plan: need and importance (No. Change) 2.4 Procedure of Unit and Lesson Planning (No. Change) 2.5 Adaptation of unit and lesson plans for children with disabilities (No. Change)

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		Unit III: Approaches to teaching of Social Science (No. Change/ Change) 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive (No. Change) 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) (Change) 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 (No Change) 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 (Change) 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 (Change) 3.5 Adaptations of curriculum and resource materials for teaching social sciences to children with disabilities (Change)
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हिंदी भाषा का शिक्षण-शास्त्र

(PEDAGOGY OF HINDI)

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अवधि : 60 घंटे

परिचय

यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सक्षम बनाएगा। यह शिक्षार्थियों को समावेशी कक्षाओं में भाषा शिक्षण-अधिगम के सिद्धांतों पर आधारित पाठ की योजना तैयार करने एवं उससे संबंधित अधिगम-सामग्री के निर्माण करने में सहायक होगा। यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा के गहन पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के दृष्टिकोण और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करेगा। भारतीय व अंतर्राष्ट्रीय संदर्भों के संबंध में यह पाठ्यक्रम शिक्षार्थियों में विश्लेषणात्मक और अनुसंधानात्मक कौशल-क्षमता का भी विकास करेगा द्य हिंदी भाषा शिक्षण, अन्य भाषा शिक्षाशास्त्र, भाषा अधिग्रहण, भाषा के बहुसांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा।

उद्देश्य:

प्रस्तुत पाठ्यक्रम द्वारा शिक्षार्थी -

Change

- व्यक्ति तथा समाज के जीवन और विकास में हिन्दी भाषा के योगदान से परिचित होंगे।
- मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
- इकाई नियोजन और पाठ योजना की प्रक्रिया के कुशल होंगे।
- हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।
- हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।
- हिन्दी शिक्षण के उद्देश्य की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
- भाषा अधिगम में विद्यालय आधारित आंकलन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे।

इकाई -१ हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन

Change

- हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
- हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
- विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आंकलन।
- हिन्दी साहित्य का सामान्य परिचय।
- हिन्दी गद्य साहित्य की विधाएँ – कहानी नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।

Rajesh

Suraj

[Signature]

इकाई २ - भाषा अधिगम की प्रकृति और पाठ नियोजन *change*

- हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- काई नियोजन का प्रत्यय, इसका महत्व और निर्माण विधि।
- पाठयोजना का परिचय, उपयोग और महत्व।
- पाठयोजना के चरणए संरचनाए उपागम और उनका क्रियान्वयन।
- हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

इकाई ३ - हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग *change*

- गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।
- गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी
- उपयुक्तता का आंकलन।
- व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई ४ - भाषा अधिगम- शिक्षण में सहायक सामग्रियों का प्रयोग *change*

- क्षण उपकरणों का संदर्भ, महत्व और लाभ।
- अधिगम-शिक्षण के दृश्य, श्रव्यए स्पर्श उपकरणों के प्रकार।
- दृश्य उपकरण - श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशाला प्रतिरूप और फ्लैश
- काईए सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।
- श्रव्य उपकरण - कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास।
- स्पर्श उपकरण - वास्तविक वस्तुएं व्यक्तिए वस्तुए आवागमनए पशु, पक्षीए पेड़, पौधे इत्यादि
 - के स्पर्शात्मक .प्रतिरूपए स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव शरीर का स्पर्शात्मक.
 - प्रतिरूपए ब्रेल लिपी में पाठ्यपुस्तकेण् एवं अन्य स्पर्शात्मक शिक्षण. अधिगम सहायक सामग्री
 - इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।

- वैद्युदण्विक उपकरणों - टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई.सामग्री सॉफ्टवेयरस, मोबाइल एप्पस और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- भाषा अधिगम में भाषा प्रयोगशाला ;भौतिक व आभाषीद्ध के प्रयोग की विधि और समीक्षा।

इकाई ५ - भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि *change*

- आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्व, आंकलन प्रक्रिया में लचीलापन।
- आंकलन के विभिन्न प्रकार तथा उपकरण विद्यालय आधारित आंकलन का संदर्भ।
- लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके के भाषा अधिगम का संचयीवृत्त बनाना
- त्रुटियों की पहचान व विश्लेषण नैदानिक परीक्षण और उपचारात्मक उपाय द्य
- दिव्यांग विद्यार्थियों के लिए आंकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।

पाठ्यक्रम के संचालन

इस पाठ्यक्रम के संचालन में हिंदी शिक्षण-अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे- भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी। इसके अतिरिक्त हिंदी भाषा की बहुसांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक-भ्रमण; परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे।

पाठ्यक्रम कार्यध्प्रायोगिक कार्यध् अधिगम केंद्रों पर कार्य -

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थित का अनुसंधान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आंकलन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

Royan

Amfuri

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संदर्भ पुस्तकें -

- पाण्डेय, श्रुतिकान्त (२०१०) हिन्दी शिक्षण : अभिनव आयाम, एक्सिस पब्लिकेशंस, दरियागज, नई दिल्ली
- मंगल, उमा (२००५) हिन्दी शिक्षण, आर्य बुक डिपो करोल बाग, नई दिल्ली
- पाण्डेय, रामशकल (२००५) हिन्दी शिक्षण, विनोद पुस्तक मन्दिर
- शुक्ल, रामचन्द्र (२००६) हिन्दी साहित्य का इतिहास, राजकमल प्रकाशन, नई दिल्ली
- लाल, रमन बिहारी (२००२) हिन्दी शिक्षण, रस्तोगी प्रकाशन, मेरठ
- सिंह, सावित्री (२००४) हिन्दी शिक्षण, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ
- रा.शै. अ. प्र. प. (२०१४) विशेष आवश्यकता वाले बच्चों का समावेशन-प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली : रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१५). विशेष आवश्यकता वाले बच्चों का समावेशन-उच्च प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१९). विद्यालय आधारित आंकलन | स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१९). भाषा शिक्षण-शास्त्र | स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१४). विशेष आवश्यकता वाले बच्चों का समावेशन-प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली : रा.शै. अ. प्र. प. (www.ncert.nic.in)
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- रा.शै. अ. प्र. प. (२०१९). विद्यालय आधारित आंकलन | स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१९). भाषा शिक्षण-शास्त्र | स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)

		Unit IV: Assessment and Evaluation of Learning in Social Science (Change) 4.1 Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment (Change) 4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio, Rubrics. (Change) 4.3 Assessment: tools and techniques of School Based Assessment, assessment of holistic development (Change) 4.4 Construction of diagnostic test, teacher made achievement test and holistic development report card (Change) 4.5 Adaptations of Evaluation Procedure for children with disabilities (Change)
	A5 (e) :- Pedagogy of Teaching English	Unit I: Nature of English Language & Literature (NO. Change) 1.1 Principles of Language Teaching (NO. Change) 1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (NO. Change) 1.3 English Language in the school context: An Evolutionary Perspective (NO. Change) 1.4 Current Trends in Modern English Literature in Indian context (NO. Change) 1.5 Teaching as second language in Indian context. (NO. Change)
		Unit II: Instructional Planning (NO. Change) different stages of schooling (NO. Change) Planning: Need and Importance (NO. Change) Change) 2.4 Procedure of Unit and Lesson Planning (NO. Change) and lessons for children with disabilities (NO. Change) 2.1 Aims and objectives of Teaching English at 2.2 Instructional 2.3 Unit and lesson plan: Need and Importance (NO. 2.5 Planning and adapting units

Rajendra

Amendra

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		Unit III: Approaches and Methods of Teaching English (Change/ No Change) 3.1 Difference between an approach and a method (No Change) 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 (NO. Change) 3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method iv) integrative method (Add on) 3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing (Change) 3.5 Accommodation in approaches and techniques in teaching children with disabilities (Change)
		Unit IV: Instructional Materials 4.1 Importance of instructional material and their effective use (NO Change) 4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cutouts, Charts, Tape-records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature. (Change) 4.3 Construction of a teacher made learning materials and other resurces for English proficiency (Change) 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 (Change) 4.5 Adaptations of teaching material for children with disabilities (NO. Change)
		Unit V: Assessment and Evaluation (Change) 5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment (Change) 5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology) (Change) 5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development (Change) 5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures (Change) 5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card. (No Change)

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

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		Unit 4: Supports and Collaborations for Inclusive Education 4.1 Planning for Classroom engagement for all (Lesson Planning for different Subjects) 4.2 Advocacy & Leadership for Inclusion in Education; Stakeholders of Inclusive Education & their Responsibilities 4.3 Resource rooms and the role of special educators 4.4 Integration of ICT for Inclusion 4.5 Family Support & Community Involvement for Inclusion
		Unit 5: Positive Behaviour Supports 5.1 Understanding behaviours: Topography, communicative and non-communicative functions, internal and external factors 5.2 Neurodivergent affirming strategies to promote positive behaviour support (e.g. using interest, structure, visual strategies, self-stimulatory behaviours, providing choices and control) 5.3 Understanding role of using motivation and teaching emotional regulation 5.4 Creating predictable environments 5.5 Differentiating between shutdowns, meltdowns and tantrums
	C2 (ID):- Curriculum Development, Adaptation and Evaluation	Unit 1: Curriculum Designing 1.1 Meaning, Definition, Concept and Principles of Curriculum 1.2 Types and Approaches of Curriculum Designing 1.3 Curriculum Domains - Personal, Social, Academics, Recreational and Community living 1.4.Steps in developing curriculum, challenges of developing curriculum for inclusion 1.5. Curriculum evaluation- concept, nature, types and implications in learning

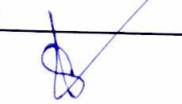
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		Unit 2: Curriculum at Foundational and Preparatory stages of Schooling 2.1 Significance of Early Childhood Care and Education (ECCE) and School Readiness 2.2 Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas 2.3 Curriculum activities for developing Foundational literacy and numeracy 2.4 Sensitization of family, involvement in foundational and preparatory stages 2.5 Implication for Intervention at ECCE and Preparatory stages, transition, documentation, record maintenance and report writing
		Unit 3: Curriculum at Middle and Secondary stages of schooling 3.1 Curriculum domains at Middle stage 3.2 Curriculum domains at Secondary stage 3.3 Curriculum domains at for vocational exposure and skill development 3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E) 3.5 Implications of transition, placement for inclusion in community, documentation, record maintenance and reporting
		Unit 4: Curriculum Adaptations 4.1 Need for Curricular Adaptation, Accommodation and Modification 4.2 Adaptation, Accommodation and Modification for Foundational literacy and numeracy Curriculum 4.3 Adaptation, Accommodation and Modification for language and social science subjects 4.4 Adaptation, Accommodation and Modification for mathematics and science subjects 4.5 Adaptation, Accommodation and Modification for other school subjects (yoga, sports, music, art and craft, vocational skills)





		Unit5: Assessment and Evaluation 5.1 Assessment and evaluation- Concept, Nature and Need, Flexibility in assessment 5.2 Approaches, types, tools and techniques of assessment 5.3 Emerging practices in assessment –holistic assessment, school based assessment, competency based assessment, assessment of group and individual learning. 5.4 Differential evaluation and reporting the holistic progress of students with intellectual disability (SwID) 5.5 Implications of evaluation for vertical and horizontal transition, and inclusion of SwID.
	Practical:-	
	E3 (ID) Group Tea	Lesson Planning, Development of TLM and Teaching
	Course Code E4 (I	Subject Teaching in Regular Schools
4rd Sem. Dec.20 26	Theory	
	B4: - LIFE SKILLS ACROSS LIFE SPAN (New Paper)	Unit 1. Foundations of Life Skills Education 1.1 Introduction to life skills 1.2 Theoretical frameworks supporting life skills development 1.3 Developmentally appropriate life skills across different life stages 1.4 Relevance of life skills for children with disabilities 1.5 Ethical, inclusive and experiential practices
		Unit 2. Adapting Life Skills for Diverse Learners 2.1 Adaptive and differentiated instruction in life skills 2.2 Assistive technology, AACs in teaching life skills 2.3 Individualized Education Plans (IEPs) for life skills 2.4 Addressing challenges 2.5 Transition planning for life after school

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		Unit 3. Promoting Social-Emotional Learning (SEL) and Personal Competencies 3.1 Understanding emotions and emotional regulation 3.2 Strategies for emotional regulation and self-management 3.3 Social awareness and empathy 3.4 Parent, caregiver and professional's role in supporting social and emotional learning 3.5 Methods for Influencing the socio-emotional Development of individuals with special Needs: insights from Current Research
		Unit 4. Teaching Critical Life Skills 4.1. Perspective taking, critical thinking and problem-solving, executive functioning 4.2. Social (interpersonal skills and conflict resolution), Communication skills (Verbal, non-verbal, AACs) and Emotional Regulation (identification, expression and stress management) 4.3. Self-care, personal hygiene, privacy and sexuality, and independent living 4.4. Financial literacy and functional life skills (home, educational, training and employment setup) 4.5. Leadership and self-advocacy, community participation, rights, leisure and recreation
		Unit 5. Collaborative Approaches in Life Skills Education 5.1 Interdisciplinary collaboration 5.2 Family-professional partnerships 5.3 Community engagement for life skills 5.4 Peer-mediated instruction 5.5 Real-life education through life skills: innovations and best practices in special education
	B5:- Supportive Skills for the Education of Children with Disabilities (New Paper)	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 1.2 Safe corridors, classrooms, windows with grills and student friendly spaces including toilets and drinking water 1.3 Teaching and non-teaching staff displaying positive attitude and using inclusive respectable language 1.4 Creating buddy systems, prevention of bullying, POCSO committee and redressal cell 1.5 The power of embracing mistakes, rectifying and learning from failures

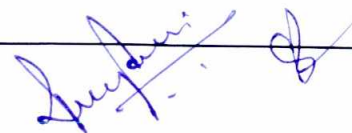
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		Unit 2: Basics of ISL, Tactile signs & Speech reading for students with HI or deafblindness or other disabilities 2.1 Finger spelling and signing basic vocabulary of names, numbers, colours, days, months and question forms 2.2 Signing class essentials such as home work, attendance, transport, family members, school subjects and school activities 2.3 Signing essential communications for curricular and cross curricular activities 2.4 Manual alphabets for tactile signs; hand shapes, positions and movement of hands 2.5 Speech/lip reading skills and oral transliteration for educational settings
		Unit 3: Basics of Braille and mobility orientation for Low vision or VI 3.1 Pre-Braille skills for the development of tactile sense 3.2 Introduction to Braille alphabets in English, Hindi and Braille of regional languages. Numerals, numbers and signs and symbols of basic operation in Braille 3.3 Colour contrasts and large print for low vision. Use of tactile shapes for denoting various objects for school environment. 3.4 Orientation and mobility instructions and pre cane skills and protective techniques 3.5 Use of Multimedia books, screen readers and magnifiers.
		Unit 4: Adapted communication aids and AAC Methods for students with CP and ASD 4.1 Communication cards, & displays, gupshup books, text to speech and speech to text 4.2 Use of adapted reading and writing instruments and appropriate positioning for students with CP 4.3 Use of structured, visual strategies, for creating sensory friendly and predictable environment for ASD 4.4 Using interests and motivation, self-stimulatory behavior and echolalia to promote learning 4.5 Using AACs to foster communication and learning in students with CP and ASD

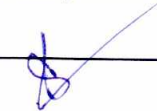
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		Unit 5: Supporting academic learning for students with ID and SLD 5.1 Support in academics – Literacy and numeracy skills for students with SLD and ID. Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups for reading 5.2 Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numeracy 5.3 Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps, 5.4 Self-help skills - adaptations in the gadgets used to suit the need of the students. 5.5 Adaptations of tools and instruments, for safety of students with ID in work stations.
	C3 (ID):- Intervention and Teaching Strategies	Unit 1: Early Intervention (No Change) 1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention (No Change) 1.2 Types of Early Intervention (No Change) 1.3 Intervention Techniques (No Change) 1.4 Record Maintenance and Documentation (No Change) 1.5 Implication of Early Intervention for pre-school Inclusion (No Change)
		Unit 2: Individualized Education Programme (IEP) (No Change) 2.1 Need, Importance and Historical Perspective of IEP (No Change) 2.2 Steps and Components of IEP (No Change) 2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions (No Change) 2.4 IFSP – Planning and writing (No Change) 2.5 Application of IEP for Inclusion (No Change)



		Unit 3: Teaching Strategies and TLM (No Change) 3.1 Stages of Learning (No Change) 3.2 Principles of Teaching (No Change) 3.3 Multi-sensory Approaches –e.g. Montessori Method, Fernald VAKT Method , Orton - Gillingham Method (No Change) 3.4. Teaching Strategies & methods– Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method(No Change) 3.5. Difference between Functional & Learning Aids and Development & Use of TLM for CWID (Add on)
		Unit 4: Intervention for challenging Behaviour 4.1 Over view of Challenging behaviour (Change) 4.2 Identification of challenging behaviour (Change) 4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT), Positive Behaviour Intervention and support (PBIS) (Add on) 4.4 Management of challenging behaviour at Home and School, Parental Counselling - Individual, Group and Community (Change) 4.5 Ethical Issues in behaviour management and implications for Inclusion(No Change)
		Unit 5: Therapeutic Intervention (No Change) 5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention(No Change) 5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention(No Change) 5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention(No Change) 5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention (No Change) 5.5 Therapeutic intervention: Visual and Performing Arts (e.g., Art and Craft, Music, Drama, Dance and movement, Sports.)(No Change)

	C4 (ID):- Information & Communication Technology (ICT) and Assistive Technology (Paper change)	Unit 1 : Educational Technology (Change) 1.1. Educational technology – definition, meaning, scope and current trends. (Change) 1.2. Use of technology and multi media in teaching learning environment (Change) 1.3. Assistive technology -hardware and software in supporting students with Intellectual disability. (Change) 1.4. Selection, use and maintenance of appropriate assistive devices for persons with intellectual disability. Advantages and limitations in the use of technology (Change) 1.5. Enabling optimum support in education through technology. Schemes for availing assistive devices: ADIP and other schemes (Change)
		Unit 2: Instruction using Technology (Change) 2.1. Computer-Assisted learning - Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search engines and Websites (Change) 2.2. Preparation of technology enhanced lessons, Hybrid model of teaching (Change) 2.3. Application of Technology in Lesson Planning, Worksheet Preparation, Implementation of lessons, report writing and Evaluation (Change) 2.4 Blended learning to meet the learner needs. (Change) 2.5. Technology in inclusive education (Change)

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		Unit 3: Technology-Supported Learning Situations (Change) 3.1. Preparation of Learning Schemes and Planning Interactive Use of Audio- Visual Programme (Change) 3.2 Developing power point/ Slide Show for Classroom Use; Using of Available Software / CDs with LCD Projection for Subject Learning Interactions (Change) 3.3 Generating Subject-Related Demonstrations- Using Computer Software and Enabling Students to Plan and Execute Projects (Change) 3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing (Change) 3.5 Identifying and Applying Software for Managing Disability Specific Problem (Change)
		Unit 4: Teaching and learning with ICT tools. (Change) 4.1: Smart Tutoring System (STS) (Change) 4.2 ICT and Exceptional learning (Change) 4.3 Advantages of digital teaching and digital TLM (Change) 4.4 Digital skill development for inclusion (Change) 4.5 Role of ICT in disability inclusive services and development programs Digital resource development for inclusive teaching (Change)
		Unit 5: Application of Technology (Change/No Change) 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation (No Change) 5.2 Application of Technology in Assistive Devices, professionally advanced software (Change) 5.3 Application of Technology in Instruction – Individual, small group and large group (No Change) 5.4 Advantages, merits and demerits (Change) 5.5 Implications for inclusion (Change)
	D1:- Reading and Reflecting on Texts	Unit 1: Reflections on Literacy (Change) 1.1 Role of literacy in education, career and social life (Change) 1.2 Literacy and self esteem (Change) 1.3 Literacy and first language (Change) 1.4 Literacy of second language & educational bilingualism (Change) 1.5 Braille Literacy (No Change) But Remove the Basic word

		Unit 2: Reflections on Reading and Comprehension (Change) 2.1 Reading – reading aloud, silent reading (Change) 2.2 Reading comprehension- learning to read and reading to learn(Chall’s stages of reading) (Change) 2.3 Developing reading and reading comprehension from foundational to higher level; activities and strategies (Change) 2.4 Self regulation and Meta cognitive awareness for reading (Change) 2.5 Reading and reading comprehension amongst children with disabilities (Change)
		Unit 3: Responding to Texts 3.1 Indicators of text comprehension: retelling, paraphrasing, summarizing, answering, predicting, commenting and discussing (Add on Change) 3.2 Type of texts narrative, descriptive, directing, and argumentative (Change) 3.3 Responding to text - reports, policy documents, news, editorial, academic articles, advertisement, resume, story books and novels (Change) 3.4 Web search, digital and e-books (Change) 3.5 Reading preferences, reading for pleasure (Change)
		Unit 4: Writing as a Process and Product (Change) 4.1 Writing as a process: language, grammar, vocabulary, spelling (Change) 4.2 Content, intent, audience and organization (Change) 4.3 Process of writing - handwriting, neatness, alignment and spacing (Change) 4.4 Self editing and peer editing using COPS (capitalisation, organisation, punctuation and spellings) (Change) 4.5 Evaluating Students Writing: Conceptualisation, appropriateness, complexity, organization and literary richness and originality and creativity. (Change)

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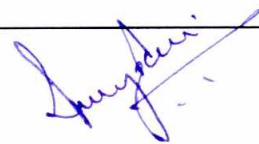
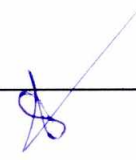
		Unit 5: Independent Writing 5.1 Writing: Picture description, expansion of ideas, essays, stories, poems, original writing (Add On) 5.2 Professional writing: e.g. applications, agenda, minutes, note taking and others (No Change) 5.3 Converting written information into graphical representation (No Change) 5.4 Filling up Surveys, Forms, Feedback Responses, Checklists (No Change) 5.5 Professional writing in special education and ethics (Change)
	Theory	B6- Any one
	B 6 (A):- Guidance and Counseling (New Optional Subject)	Unit 1: Introduction to Guidance and Counseling 1.1. Guidance and Counseling: Definition and Aims 1.2. Areas of Guidance and Counseling 1.3. Core conditions in counseling 1.4. Skills and competencies of a Counselor 1.5. Role of the teacher in guiding and counseling students with special educational needs
		Unit 2: Applying Guidance and Counseling skills 2.1. Differentiating counseling and guidance 2.2. Ethics in counseling – e.g. Confidentiality, anonymity, respect, empathy 2.3. Counselor as a good listener 2.4. Guiding the students and their families on specific issues e.g, family issues, concerns on academic performance, special educational needs 2.5. Counseling on specific issues e.g. Career counseling, family issues that emotionally affect the students such as separation/death of dear ones, other traumatic conditions
		Unit 3: Enhancing Self Image and Self Esteem 3.1. Concept of Self as a human being. 3.2. Understanding emotions, feelings and changes 3.3. Growth to autonomy 3.4. Personality development – role of the counselor 3.5. Role of teacher in developing in children, self-esteem and respecting feelings of others

		Unit 4: Guidance and Counseling in Inclusive Education 4.1.Current status with reference to Indian schools 4.2.Types of Counseling: non directional, Child-centered, supportive, family members 4.3.Guidance in Formal and Informal situations: Within and outside classroom, vocational guidance 4.4.Group guidance: Group leadership styles and group processes 4.5.Challenges in group guidance
		Unit 5: Family counseling of students with special educational needs 5.1. Importance of establishing rapport with the family members. 5.2. Addressing family as a unit with focus on the student with special educational need. 5.3. Counseling siblings and other extended family members 5.4. Connecting home and school – collaboration with school teachers and family 5.5. Record maintenance of guidance and counseling interventions.
	B6 (B):-POSITIVE BEHAVIOUR SUPPORTS	Unit 1: Understanding Behaviour 1.1 Behaviour – Historic perspective, classical conditioning, operant conditioning and other methods used in promoting appropriate behaviour 1.2 Understanding behaviours – Definition, features, topography and functions of behaviour 1.3 Understanding the communicative and non-communicative functions of behaviours 1.4 Role of internal factors (pain, hormones, sleep, physical and mental health and medication) 1.5 Role of external factors (unpredictability, lack of clarity, sudden changes)
		Unit 2: Positive Behavioural Intervention and Support 2.1 Concept and focus: Promoting academic success and facilitating positive behaviour 2.2 Basic elements of the practice of PBIS: expected outcome, evidence-based practices, collection of data 2.3 Basis of PBIS: Fostering safe and positive relationships, fair and predictable consequences, and review of environmental modifications 2.4 Extent of support based on the nature of the behaviour being addressed 2.5 Overall classroom environment and management

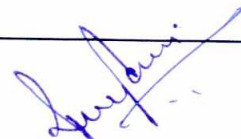
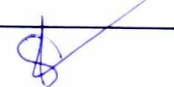
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		Unit 3: Implementing PBIS 3.1 The three-tier system of implementing PBIS – Tier 1 Primary Prevention, Tier 2 Secondary Prevention and Intervention, Tier 3 Tertiary Prevention and Intervention 3.2 Involvement of students in planning and implementing 3.3 Developing PBIS matrix 3.4 Monitoring implementation 3.5 Points to consider for successful implementation of PBIS
		Unit 4: Positive Strategies for Behaviour Support 4.1 Proactive, active and reactive strategies 4.2 Using interests, structure and visual strategies to promote positive behaviours 4.3 Providing choices, agency and control 4.4 Focus on emotional regulation 4.5 Limitations and negative impact of the use of aversive techniques and punishment procedure
	B 6 (c):-Early Childhood Care and Education (New Optional Subject)	Unit 5: Promoting Positive Support 5.1. Functional Analysis of Behaviour and Intervention 5.2. Differentiating between shutdowns, meltdowns and tantrums 5.3. Understanding focused interests and motivations 5.4. Importance and benefits of self-stimulatory behaviours 5.5. Understanding sensory processing

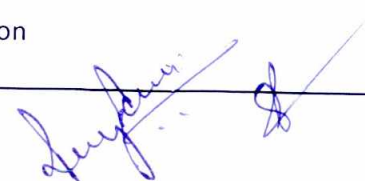
		Unit 1: The Early Years: An Overview 1.1 Growth and development – Factors affecting growth and development, Principles of development, ages and stages of development 1.2 Critical period of development and Neural Plasticity 1.3 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of opportunity for learning 1.4 Domains of development: 1) Physical, motor & health 2) Communication and language, 3) Cognition, 4) Socio-emotional and 5) Approaches to learning 1.5 Significant milestones under each domain and red flags
		Unit2: Early Childhood Education & Intervention 2.1 Young children at risk as a result of physical and environmental factors and those resulting from individual and family circumstances. 2.2 Developmental checklists for screening & referrals 2.3 Developmental Systems Model for Early Intervention 2.4 Cross disability approach for early intervention 2.5 Play as a tool for screening children
		Unit 3: Requirements and provisions for Inclusive ECE 3.1 Service Delivery systems for ECCE and EI : ICDS under Ministry of Women & Child development, DECIC under MoH and CDEIC under DEPwD of MSJ&E 3.2 The ecosystem model for inclusive ECCE: Provisions at individual (child and family outcomes) micro system (Peer and teacher interactions), meso system (curriculum and professional team approach), exosystem (community participation), and macrolevel (national policy provisions). 3.3 National and Global provisions: UNCRC (1989) & Protocols, The commission for protection of child rights (2005), Prohibition of child marriage Act (2006), POCSO (2012), Juvenile Justice (Care and Protection of Children) Act (2015), Child labour (Prohibition and Regulation) Amendment Act (2016) NEP 2020 provisions for ECCE 3.4 Setting up of Inclusive ECCE: Infrastructural requirements, curriculum and collaborative practices 3.5 Importance of Natural Environments and role of family in developing Individualized Family Service Plan (IFSP)

		Unit 4 Inclusive Pedagogical practices 4.1 Integrating Theories of Development into pedagogical practices 4.2 Types and Stages of play – Symbolic play and its importance for the children with Disabilities 4.3 UDL based activities in ECCE 4.4 Developing Creativity, critical thinking, language, communication, Literacy, Numeracy through Activity Based Learning 4.5 Developing musical, aesthetic, scientific & cultural Skills in young children
		Unit 5 School Readiness and Transitions 5.1 Children's readiness for school and school readiness for children 5.2 Indicators of school readiness 5.3 NIPUN Bharat's Goals and competencies for school readiness 5.4 Transitioning from Home to inclusive ECCE 5.5 Transitioning from inclusive ECCE to inclusive schools
	B6 (D):- Community- Based Rehabilitation (4th and 5th Unit add on)	Unit 1: Introduction to Community Based Rehabilitation (CBR) (No. Change) 1.1 Concept and Definition of CBR (No. Change) 1.2 Principles of CBR (No. Change) 1.3 Difference between CBR and Institutional Living (No. Change) 1.4 Socio-cultural and Economic Contexts of CBR (No. Change) 1.5 Scope and Inclusion of CBR in Government Policies and Programs (No. Change)
		Unit 2: Preparing Community for CBR 2.1 Awareness Program-Types and Methods (No. Change) 2.2 Advocacy - Citizen and Self (No. Change) 2.3 Focus Group Discussion (No. Change) 2.4 Family Counselling and Family Support Groups (No. Change) 2.5 CBR and Corporate Social Responsibility (No. Change)

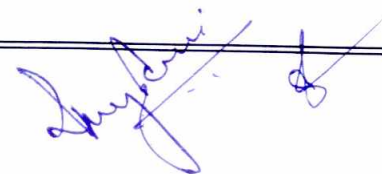
		Unit 3: Preparing Persons with Disability for CBR 3.1 School Education: Person-Centred Planning, and Peer Group Support (No. Change) 3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills (No. Change) 3.3 Community Related Vocational Training (No. Change) 3.4 Skill Training for Living within Community (No. Change) 3.5 Community Based Employment and Higher Education (No. Change)
		Unit 4: Inclusive Community Development (Add On) 4.1 Community, Disability and Development 4.2 Mapping of resources in the community 4.3 Advocacy and collaboration with government departments 4.4 Identifying needs of families and developing IFSP 4.5 Disability and poverty
		Unit 5:- Mobilising Community for inclusion of person with disabilities (Add On) 5.1 Promoting OPD and their roles in CBR 5.2 Promoting Sibling Groups (Add On) 5.3 Inclusion of PwDs in SHG 5.4 Inclusion of PwDs in Panchyat-Raj
	B6 (E):- Application of ICT in Education (New Optional Subject)	Unit 1: Information Communication Technology (ICT) and Special Education 1.1 Meaning, Definitions and Importance of ICT 1.2 Scope of ICT in Teaching Learning Process, Assessment, Administration and Research 1.3 Role of ICT in 'Construction of Knowledge' (Constructivism & ICT) 1.4 Integrating ICT in Special Education and its Application 1.5 Challenges of ICT in Education

		Unit 2: ICT, Computer and Communications 2.1 Communicative Skills & ICT (Supporting Listening, Speaking, Reading & Writing for different groups) 2.2 Mass Communication Media: Radio, Television, Newspaper, Magazines, Internet based Social Media 2.3 Computers: Functional Knowledge, Using Word Processing, Spreadsheet and Presentation Software 2.4 Computer as a Learning Tool: Effective Browsing; Cross Collating Knowledge from Varied Sources 2.5 Communication with Stakeholders & Use of ICT
		Unit 3: Visualising Technology-Supported Learning Situations 3.1 Preparation of Learning Schemes and Planning Interactive Use of ICT 3.2 Developing PPT Slide Show for Classroom 3.3 Organising virtual classroom and virtual meetings 3.4 Organizing Teleconferencing and Video-Conferencing 3.5 Assessment Strategies and Scope of ICT
		Unit 4: ICT Ecosystem for Inclusive Education 4.1 Creating ICT Ecosystem in the school for inclusive education– hardware, software – 4.2 Use of OERs; Free and Open Source Software (FOSS) 4.3 Assistive Technologies and ICT for planning and classroom management 4.4 MOOCs, e groups, e-forums, etc (National level Initiatives) 4.5 E-Classroom: Concept, and Requi
		Unit 5: Policy, Legal & Ethical Concerns 5.1 Security Threats and Measures; Cyber privacy and Netiquette 5.2 National Level initiatives for promotion of E-learning 5.3 Ethical Practices; Cyber laws and Child Safety 5.4 International and National Policy concerns on Use of ICT in education 5.5 Overview of WCAG (Web Content Access Guidelines)

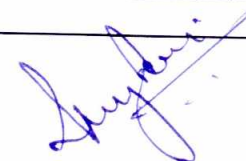
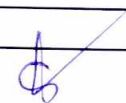


	B 6 (F):- Disability, SEDGs, and Gender (New Optional Subject)	Unit 1: Human Rights, human values and disability 1.1 Human rights-based approach: Concept, history and advantages 1.2 Principles of human rights-based approach- Equality and non-discrimination, universality & inalienability, participation and inclusion, interdependence and interrelatedness, accountability and rule of law 1.3 Instruments of human rights system- Legal frameworks, policies & programmes, resources and supports, public awareness-information, education and communication (IEC), establishments, networking and collaborations with different societal spheres 1.4 Human values and disability- Social existence of disability, human diversity and rights, empowerment, enforceability, indivisibility, participation, legal and social protection, safety and security, and advocacy 1.5 Socio-Economically Disadvantaged Groups (SEDGs) and human empowerment– SEDGssocial and legal identities, their socio-economic conditions, empowerment provisions for their health care, education, employment, legal protection and justice, accessible public spaces and services, social inclusion and community participation.
		Unit 2: Gender Identity and disability 2.1 Gender and socialization practices - gender and sex, stigma and discrimination, gender roles and responsibilities, socialization of boys, girls and transgender in family and society. 2.2 Disability and socialization practices- gendered disability, stigma and discrimination, violence, individuals with disability and their roles and responsibilities, socialization of boys, girls and transgender with disability in family and society. 2.3 Legal safe guards for girls and transgender with and without disability- Constitutional provisions, PWDV Act 2005, POCSO-2012, JJ Act 2015, RTE (amendment) Act 2012 and, RPwD Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Criminal Law (Amendment) Act, 2013 & 2018 2.4 Gendered experience of students with disability- Residential and non-residential schools, classrooms and beyond, curriculum, learning activities, textbooks, assessment, equity and social role valorization, implications for teaching and learning in different learning centres. 2.5 Educational initiatives and teachers' role: Policy, schemes and programmes, gender inclusion fund, measures for empowerment of girls, women and transgender with disability on enhancing quality of their

		Unit 3: Disability and Socio-cultural groups 3.1 Socio-Cultural Groups- Constitutional and social identities, educational and social rights, policy and programmes for scheduled tribes, scheduled castes, other backward classes, linguistic and religious minority groups. 3.2 Socio-educational issues and concerns- marginalization, discrimination and social exclusion, harassment, poverty, social mores & customs, language, inaccessibility to quality schools. 3.3 Gendered disability among socio-cultural groups- multiple and compound impacts of disability and disadvantage, lack of resources and supports, underrepresentation in schools. 3.4 Educational initiatives: Identification of untapped talents among SEDGs, inclusion fund, up gradation and strengthening of schooling system, academic activities under tribal sub-plan and scheduled caste sub plan, relaxations and reservation schemes, scholarships and other incentive schemes. 3.5 Teachers' role in promoting equality and inclusion- respect and acceptance of socio-cultural conditions, contextualization of curriculum, multilingual pedagogical approach, skills of multi-grade teaching, identification of socio-cultural milieu and other resources, use of sociocultural capital of learners in teaching and learning.
		Unit 4: Disability and Geographical conditions 4.1 Geography and disparity in education - inter and intra states disparity, poverty, specific issues of coastal areas, hilly areas, desert, natural disasters prone areas, developmental projects area, international boundaries area. 4.2 Geographical conditions and disability- issues related to different geographical terrains, access to education, access to rehabilitation services, infrastructural conditions, language and culture, availability and accessibility of resources, services, information, communication 4.3 Educational initiatives in difficult terrains: Government schemes and programmes, intervention in aspirational districts, PM- New15 point programmes, Special Education Zones, Special Education Zones, residential schooling, alternative forms of schooling, scholarships and other incentive schemes. 4.4 Local governance and collaboration: understanding the local governance, resource identification and resource mobilization, collaboration with local organizations and community. 4.5 Teachers' role in promoting equality and inclusion- understanding the geographical conditions and learning needs of children, adjustment of learning spaces, adaptation and accommodation in scheduling of learning activities and timings, adaptation in curriculum, teaching-learning, assessment, harnessing technology.



		Unit 5: Disability, Socio-economic and other disadvantaged conditions 5.1 Disability and poverty: Occurrence of disability, discrimination and vulnerability, other interacting factors like family interaction, child rearing, nutrition, social and physical wellbeing, employment. 5.2 Disability in migrant community, refugees, construction workers- CwDs in migrating families, ambiguous sense of belongingness, lack of housing and inaccessible living arrangements, experiences of simultaneous discrimination, health and social relations, sense of helplessness 5.3 Children with disability in chronic distress and at risk conditions- CwDs of chronically ill parent(s), sex-workers, single parents, prisoners, CwDs in juvenile/observation homes, CwDs engaged in substance abused, CwDs living in vulnerable situations, orphans with disabilities, child beggars, destitute CwDs, victims with disabilities of or CwDs of victims of trafficking, victims with disabilities of disasters, social conflicts, war and other human actions. 5.4 Educational initiatives: Policy, schemes and programmes, short-term mitigating interventions and long term sustainable interventions, educational opportunities in mobile schools, schools on wheel/tents, porta-cabin schools, learning in shelter homes, services of counselors, social workers and volunteers as in NEP 2020. 5.5 Teachers' role in promoting equality and inclusion- learning opportunities in difficult situations, curricula alignment, designing of portable learning aids, package programming and digital education, developing information and community support mechanism, working with family in distress, identifying and use of strengths within at risk community, resourcefulness and service provision in crisis situation, inter and intra linkages in community and bridging the gap between the school and community.
	Practical:-	

	F1(ID) Supportive Skill Training - Assistive Technology, Other Accessibility Measures	Supportive Skill Training - Assistive Technology, Other Accessibility Measures (Change)
	Course Code (F2):-Internship In Disability Specialisation	Internship In Disability Specialisation (Change)
	C5 (ID) :-Psycho- social and Family Aspects	Unit 1 : Psychological aspects (Change) 1.1. Psychological aspects – definition, meaning and concept. (Change) 1.2. Myths and misconception related to intellectual disability. 1.3. Role of special educator in ensuring psychological wellbeing and promoting self- esteem and self- confidence of students with ID. 1.4. Creating an environment of psychological well being 1.5. Use of Positive behaviour intervention support (PBIS)
		Unit 2. Social Aspects (Change) 2:1. Social issues- exploitation, delinquency, child labour and abuse of persons with Intellectual disabilities (Change) 2:2. Impact of disability on social development (Change) 2:3. Attitude of family, community, peer group, teacher, co workers (Change) 2:4. Need for facilitating suitable social environment (Change)




		Unit 3. Issues related to families of children with ID (Change) 3.1. Counselling and guidance on Issues concerning early identification, diagnosis, assessment and placement (Change) 3.2. Issues related to stages of emotions such as shock, guilt, disappointment (Change) 3.3. Parent child relationship - Planning for support, safety concerns; overprotection and neglect and its impact (Change) 3.4. Social attitude – neighbourhood, parents of other children, friendship, support, Societal responses, myths and misconceptions (Change) 3.5. Role of special educators in supporting the families (Change)
		Unit 4: Empowering Families (Change) 4.1. Understanding the concerns of parents (Change) 4.2. Family centered practices: family systems programs, Instructional programs, (Change) 4.3. Parent management training: parent-child interaction therapy, other interventions (Change) 4.4. Identification and special services for parents. (Change) 4.5. Prevention from abuse: e.g., physical, psychological, sexual, emotional (Change)
		Unit 5. Role of Community (Change) 5.1 Concept, Definition and Scope of Community 5.2 Models of community-based rehabilitation (CBR), advantages and disadvantages 5.3 Types of community resources and their mobilization 5.4 Organizing services for person with disability. 5.5. Role of special educator, in promoting institution building and community mobilization.
	D2 :-DRAMA AND ART IN EDUCATION	Unit 1: Introduction to Art Education (Change) 1.1 Art and art education: Meaning, scope and perspectives (Change) 1.2 Breaking the stereotypes: understanding diversity and different perspectives within artistic expression (Change) 1.3 Artistic expression: Creative and emotional expression and regulation (Change) 1.4 Power of Art: classroom and beyond (e.g. changing disability narratives, sensitization and advocacy activities) (Change) 1.5 Adaptations, modifications, and strategies to facilitate learning and participation in cultural and community settings (Change)

		Unit 2: Performing Arts: Dance and Music 2.1 Range of activities related to dance and music (No. Change) 2.2 Experiencing, responding and appreciating dance and music (No. Change) 2.3 Exposure to selective basic skills required for dance and music (No. Change) 2.4 Enhancing learning through movement, dance and music: strategies and adaptations (Ex- Change 2.5) 2.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings (No. Change)
		Unit 3: Performing Arts: Drama 3.1 Range of activities related to performing arts (Change) 3.2 Experiencing, responding and appreciating drama (No. Change) 3.3 Exposure to selective basic skills (No. Change) 3.4 Enhancing learning through role plays and drama: strategies and adaptations (Change) 3.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings (Change)
		Unit 4: Visual Arts 4.1 Range of activities related to visual arts (No Change) 4.2 Experiencing, responding and appreciating visual arts (Change) 4.3 Exposure to selective basic skills 4.4 Enhancing learning through visual arts: strategies and adaptations (Change) 4.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings (Change)



		Unit 5: Media and Electronic Arts 5.1 Range of art activities in media and electronic art forms (No Change) 5.2 Experiencing, responding and appreciating media and electronic arts (Change) 5.3 Role of ICT and exposure to selective basic skills (Change) 5.4 Enhancing learning through media and electronic art: strategies and adaptations (Change) 5.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings (Change)
	D3:-Basic Research and Basic Statistics	Unit 1: Introduction to Research (Change) 1.1 Research: Concept, Meaning, and importance of research (Change) 1.2 Characteristics of Research (Change) 1.3 Purpose of research (Change) 1.4 Methods of Research Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/ Empirical (Change) 1.5 Research in Education and Special Education (No Change)
		Unit 2: Process of Research and Action Research (Change/No Change) 2.1 Process of Research - Selection of Problem - Formulation of Hypothesis - Collection of Data - Analysis of Data & Conclusion (Change) 2.2 Research Proposal Writing (Change) 2.3 Action Research in Teaching Learning process (Change) 2.4 Steps in Action Research (No Change) 2.5 Professional Competencies for Action Research (No Change)
		Unit 3: Fundamentals of Research (Change) 3.1 Research Design – concept, types and its uses 3.2 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale 3.3 Standardization of Tool- Reliability and Validity 3.4 Sample and Sampling Techniques 3.5 Data Collection and Organization of data: Array, Grouped distribution, Normal Distribution Curve

		Unit 4: Measurement and Analysis of Data 4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio 4.2 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation, 4.3 Correlation: Product Moment and Rank Order Correlation 4.4 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, radar 4.5 Computer assisted statistical analysis softwares
		Unit 5: Research Report Writing 5.1 Interpretation of Data 5.2 Report Writing 5.3 Publication of Research Articles 5.4 Ethics in Research 5.5 Recent trends in research in special education
	Practical	
	F3 (ID) :- Internship at Inclusive School	
	F4 (ID) :- Internship in Other Disability Special School	

