

**SCHEME OF EXAMINATION FOR B.Ed. SPL. EDUCATION  
(MENTAL RETARDATION) TWO YEAR PROGRAMME (To be implemented  
from July 2016)**

**(As recommended by the UG Board of Studies in Education)**

**YEAR II**

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per week (Exam Hours : Marks)
		Total	Theory	Internal Assessment		
I (A)	<b>Skill Based Cross Disability and Inclusion Paper</b> Guidance & Counselling	50	40	10	2	2 (1:30 Hrs. 40)
I (B)	<b>Skill Based Specialized Disability Paper</b> Vocational Rehabilitation & Transition to job Placement	50	40	10	2	(1:30 Hrs. 40)
II	Educational Intervention and Teaching Strategies	100	80	20	4	4 (3 Hrs: 80)
III	Technology and Disability	100	80	20	4	4 (3 Hrs: 80)
IV (A)	Psycho Social and Family	50	40	10	2	2 (1:30 Hrs. 40)
IV (B)	Reading and Reflecting on Texts	50	40	10	2	2 (1:30 Hrs. 40)
V (A)	Drama and Art in Education	50	40	10	2	2 (1:30 Hrs. 40)
V (B)	Basic Research & Basic Statistic	50	40	10	2	2 (1:30 Hrs. 40)
VI	Practical: Cross Disability & Inclusion	100			4	

<b>VII</b>	Practical: Disability Specialization	100			4	
<b>VIII</b>	Main Disability Special School (Related to disability specialization)	100			4	
<b>IX</b>	Other Disability Special School (Related to cross disability and inclusion)	100			4	
<b>X</b>	Inclusive School (Related to cross disability and inclusion & disability specialization)	100			4	
<b>Total Marks</b>		<b>1000</b>	<b>Total Credits</b>		<b>40</b>	

**Engagement with field as part of courses indicated below:**

<b>Sr. No.</b>	<b>Task for the Student-Teachers</b>	<b>Courses</b>	<b>Place</b>
<b>1.</b>	Assignment / Project/Presentation	Course I (A), II, III & IV (B)	Institute
<b>2.</b>	Assignment / Project/Presentation	Course I (B), IV (B), V ( A ) & V (B)	Institute/ School

**Course VI : Practical - Cross Disability and Inclusion**

**Note:** Practical timing shall be included in time table (minimum of four weeks) Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

<b>Sr. No.</b>	<b>Tasks for the Student-Teachers</b>	<b>Disability Focus</b>	<b>Education Setting</b>	<b>No. of Lessons</b>
1.	Classroom Observation	Other than Major Disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school Periods
		Any Disability	Inclusive Schools	Observation of all subject at different level, minimum 15 school Periods

2.	a. Lesson planning and execution on different levels for selected pedagogy school subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
3.	a. Individualized Teaching lessons on different levels for selected pedagogy school subjects		Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualized Teaching lessons	Any Disability	Inclusive Schools	20 lessons

**Course VII: Practical - Disability Specialization**

<b>Sr. No.</b>	<b>Tasks for the Student-Teachers</b>	<b>Disability Focus</b>	<b>Education Setting</b>	<b>No. of Lessons</b>
1.	a. Classroom observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 Schools
2.	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected pedagogy school subjects	Major Disability	Special School/ Resource Room	20 lessons
3.	a. Individualized Teaching lessons on selected pedagogy school subjects	Major Disability	Special School/ Resource Room	20 IEPs
4.	Observation of support services	Major Disability	Institute/ Clinic	Depending on the specialization

**Course IX: Other Disability Special School (Related to Cross Disability and Inclusion)**

S.N.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Other than Major Disability	Special schools for other specialization	Minimum 180 school Periods

**Course X: Inclusive School**

**(Related to Cross Disability and Inclusion & Disability Specialization)**

S.N.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

**Note:** Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified for Courses VII (Practical : Disability Specialization) & Course IX: Other Disability Special School (Related to Cross Disability & Inclusion) and Course X: Inclusive School (Related to Cross Disability & Inclusion and Disability Specialization) with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings as per framework is given below:

Areas	Disability Specialization	Other Disability	Inclusive Education
Course IV: Pedagogy Subject 1	Year II (3 days-15 Hrs)	Year II (2 days-12 Hrs)	Year II (2 days-12 Hrs)
Course V: Pedagogy Subject 2	Year II (3 days-15 Hrs)	Year II (2 days-12 Hrs)	Year II (2 days-12 Hrs)
School Attachment/ Internship (Other Disability Special School & Inclusive School)	Year II (24 days-120 Hrs)	Year II (24 days-120 Hrs)	Year II (24 days-120 Hrs)

**Note:**

1. Observation and Lessons should be on Primary and Secondary level of classes in all the three areas i.e. Disability Specialization, other disability and in special and Inclusive settings.
2. Practical are focused on school subject teaching. Every student is expected to opt. for and teach any two school subject as offered by the Institution/ University.
3. Practical in Other disability should be for other than disability specialization.
4. Practical in Inclusive setting should be preferably with various disabilities.

**Practical Exams will be conducted by the external examiners at the end of year.**

**Engagement with the Field and School Experience**

In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the semester/ year. This will include minimum of one week of school engagement and three weeks of other practical work/engagements. In the second year,, there shall be a minimum of 16 weeks of engagement with the field of which minimum of 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the

two years for tasks, assignments as per the courses and school internship in the field, under the broad curricular areas of Practical related to Disability and Field Engagement

**a) Tasks and Assignments that run through all the courses**

These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, forums for professional development of in-service school teachers, dialoguing with the School Management Committee, parents and the community. The community based engagement may also be related to the pedagogical subjects and/or concerns and Challenges arising out of special needs of children.

**b) School Internship/Attachment**

While First year prepares grounds for going to education settings and interacting and working with children including children with disabilities; the second year would offer intensive engagement with the school in the form of School Internship. During the Internship, a student-teacher shall work as a regular teacher/ special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher. Before teaching in a classroom, the student- teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.

Internship in schools is to be done for a minimum duration of 15 weeks. This should include observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty besides other settings.

It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student-teacher, internship should be conducted preferably in one School for the entire 15 weeks. However, to understand the dynamics of teaching at elementary and secondary levels, this period can be divided into two blocks; this will also be impacted by the type of schools (Special and inclusive) being available.

Internship should not be reduced to the 'delivery' of a certain number of lesson plans but should aim for meaningful and holistic engagement with learners and the school. Internship will involve spending maximum time in school for practice teaching performing all tasks of a special teacher / special educator

and also being teacher for the school subjects opted as part of pedagogical courses; setting will be a mix of special school, inclusive school and resource and home-based teaching and support as may be required by the special needs of students.

**Criteria for the award of 20 % Internal Assessment in Theory Papers will be as per the distribution given below:-**

1.	One Task & Assignment in every Theory Paper	10% Marks
2.	One test in every theory paper	5% Marks
3.	Attendance	5% Marks
	Upto 75%	0 Mark
	Upto 80%	2% Mark
	Upto 85%	3% Mark
	Upto 90%	4% Mark
	Above 90%	5% Mark

**Note:-**

If a candidate is awarded Internal Assessment of more than 75% the concerned teacher will specific justification for the same which shall be considered by a committee to be constituted by the concerned Head/Principal of the institute as the case may be.

**Grand Total: - 1000 Marks**

**Total Credits: - 40**

## YEAR II

### COURSE-I A: GUIDANCE AND COUNSELLING

Time: 1.30 Hours

Max. Marks: 50  
(Theory: 40, Internal: 10)

#### NOTE FOR PAPER SETTER

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

#### OBJECTIVES

After completion of the course, the student teachers will be able to:

apply the skills of guidance and counselling in classroom situations

describe the process of development of self-image and self-esteem

appreciate the types and issues of counselling and guidance in inclusive settings

#### COURSE CONTENT

##### UNIT-I

#### Introduction to Guidance and Counselling

Guidance and Counselling: Definition and Aims

Areas of Guidance and Counselling

Core Conditions in Counselling

Skills and Competencies of a Counsellor

Role of Teacher in Guiding and Counselling Students with Special Needs

#### Enhancing Self Image and Self Esteem

Concept of Self as Human

Understanding of Feelings and Changes

Growth to Autonomy

Personality Development

Role of Teacher in Developing Self-Esteem in Children

##### UNIT-II

#### Guidance and Counselling in Inclusive Education

Current Status with reference to Indian School

Types of Counselling: Child-Centred, Supportive, Family

Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance

Group Guidance: Group Leadership Styles and Group Processes

Challenges in Group Guidance

**Tasks & Assignments: Any one of the following (05 marks)**

Counselling and report writing on a selected case

Simulation of a parent counselling session

Report of critical observation of a given counselling session

**SUGGESTED READINGS**

Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.

Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.

Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.

Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.

Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.

Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.



## **COURSE- I B : VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT**

**Time: 1.30 Hours**

**Max. Marks: 50  
(Theory: 40, Internal: 10)**

### **NOTE FOR PAPER SETTER**

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

### **OBJECTIVES**

After completion of the course, the student teachers will be able to:

- develop an understanding of vocational education & its relevance for pwd's
- carry out vocational assessment and make vocational training plan
- plan for transition from school to job
- identify various avenues for job placement
- facilitate pwd's in making choice of vocational trades
- acquire the concept of independent living and empowerment

## **COURSE CONTENT**

### **UNIT-I**

#### **Fundamentals & Assessment of Vocational Rehabilitation**

Definition, meaning and scope of Vocational Education

Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment

Approaches and models of Vocational training

Assessment, Evaluation of Generic skills & Specific job skills using various tools

Approaches & Principles of vocational assessment

#### **Vocational Transition & Curriculum Planning**

Concept, meaning, importance of transition

Vocational transition models

Transitional Planning at pre-vocational & post-vocational level

Development of Individualized Vocational Transitional Plan

Development of Vocational Curriculum

### **UNIT-II**

#### **Process of Vocational Rehabilitation & Placement**

Types of Employment Settings

Process of Job Placement & Creation of Need-based Employment Settings

Adaptations, Accommodation, Safety Skills and First Aid

Self Advocacy& Self Determination Skill Training  
Equal opportunities and attitudes towards persons with disabilities

**Tasks & Assignments: Any one of the following (05 marks)**

Developing curriculum on any vocational skill

Administering any vocational assessment tool

Visit to any vocation Institution

**SUGGESTED READINGS**

McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students with Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.

Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.

Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.

Mukhobadhyay, M., &Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.

Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.

Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, and Washington.

Whitehead, T. D., &Hughey, J. B. (2004). Exploring Self Advocacy from a Social Power Perspective, Nova Science Publishers, New York.

## **(DISABILITY SPECIALIZATION- MENTAL RETARDATION)**

### **COURSE-II: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES**

**Time: 3 Hours**

**Max. Marks: 50  
(Theory: 80, Internal: 20)**

#### **NOTE FOR PAPER SETTER**

Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

#### **OBJECTIVES**

After completion of the course, the student teachers will be able to:

appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it

realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation

understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas

understand nature and identification maladaptive behaviour and develop insight into various modes of its management

develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention

### **COURSE CONTENT**

#### **UNIT-I**

##### **Intervention**

Concept, Significance, Rationale, Scope, Advantages of Early Intervention

Types of Early Intervention

Intervention Techniques

Record Maintenance and Documentation

Implication of Early Intervention for pre-school Inclusion

##### **Individualised Education Programme**

Need, Importance and Historical Perspective of IEP

Steps and Components of IEP

Developing, Implementation and Evaluation of IEP for PwID and its associated conditions

IFSP – Planning and writing

Application of IEP for Inclusion

## UNIT-II

### Teaching Strategies and TLM

Stages of Learning

Principles of Teaching

Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication

Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method

Development and Use of TLM for ID

## UNIT-III

### Intervention for Mal-adaptive Behaviour

Definition and types of Mal-adaptive behaviour

Identification of Mal-adaptive behaviour

Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)

Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community

Ethical Issues in behaviour management and implications for Inclusion

## UNIT-IV

### Therapeutic Intervention

Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention

Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention

Yoga and Play therapy – Definition, Objective, Scope and Intervention

Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

### Tasks & Assignments: Any one of the following (10 marks)

Visit to Special/ Inclusive Schools/ Institute

To deliver Modular/ Thematic lecture on relevant topic

To organise competitions for co-curricular activities at Local, District and State level

To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

### SUGGESTED READINGS

A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.

Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.

- Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction*. University of Alberta, Alberta,
- Berkell, D.E.I & Brown, J.M. (1989). *Occupational Transaction from school to work for persons with disabilities*, London: Longman.
- David W. (1998). *Teaching and Learning in the Early Years*. London and New York: Routledge.
- Evans, P and Verma, V. (Eds.) (1990) *Special Education. Past Present and Future*.
- Gardiner, M.D. (1985). *The principles of exercise therapy*. Delhi: CBS Publishers & Distributors.
- Jackman H.L. (1999). *Sing Me a Story: Tell Me a Song*. California: Crown Press, Inc.
- Jacobs, K (1990). *Occupational therapy: Work related programmes and assessment*, Boston: Little Brown.
- Jayachandra, P. (2001) *Teaching yogasanas for persons with mental retardation*, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). *Madras Developmental Programming System*
- Longone, 3. (1990). *Teaching Retarded learners Curriculum and Methods for Mentally Handicapped*.
- Mastropieri S. (1987). *Effective Instruction for Special Education*, Little, Brown and Company, Inc.
- Myreddi V. & Narayan J. (1998). *Functional Academics for students with mild mental retardation*, NIMH, Secunderabad.
- Narayan J. (1990). *Towards independence series 1 to 9*. NIMH, Secunderabad.
- Narayan J. (2003) *Educating children with learning problems in regular schools* NIMH, Secunderabad.
- Narayan, &Kutty, A,T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level*. NIMH, Secunderabad.
- Narayan, J. (1998) *Grade Level Assessment Device for Children with Learning Problems in Regular Schools*, NIMH, Secunderabad.
- Narayan, J. Myreddi, V. Rao, S. (2002). *Functional Assessment Checklist for programming*
- Overton, T. (1992). *Assessment in Special Education an Applied Approach*. New
- Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi Vikas
- Pandit, A & Grover U (2001), *Self Instructional Modules on occupational therapy/physiotherapy*, BED (MR) SPE, Bhoj University, Bhopal.
- Peshawaria, R &Venkatesan, S. (1992). *Behaviour approach in teaching mentally*
- Peshwaria, R. and Venkatesan. 5. (1992) *Behavioural retarded children A manual for Publication*.

- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi.
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall King-
- Robert A. Gable and Steven F.W. (1993). Strategies for Teaching Students with Mild to Severe Mental Retardation, London and Philadelphia: Jessica Kingsley Publishers.
- Sears, H.E. (1994) Curriculum Based Assessment in Special Education. SanDiego Singular Publishing Group.
- Shesborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Teachers. NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
- Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.

**(DISABILITY SPECIALIZATION- MENTAL RETARDATION)**

**COURSE-III: TECHNOLOGY AND DISABILITY**

**Time: 3 Hours**

**Max. Marks: 100**  
**(Theory: 80, Internal: 20)**

**NOTE FOR PAPER SETTER**

Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

**OBJECTIVES**

After completion of the course, the student teachers will be able to:

comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes

understand nature of ICT, its basis, development and use

use computer programme and software for the benefit of children with ID

develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion

apply technology for developing lesson plan and adapted assistive devices

**COURSE CONTENT**

**UNIT-I**

**Technology in Education and Instruction**

Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance

Educational Technology and Instructional Technology – Role and Recent Trends.

Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.

Differential Instruction, Universal Design of learning and Individualised Instruction.

Implication of the above for inclusion.

**UNIT-II**

**ICT**

ICT – Meaning, Definition, Scope and Significance

Psychological bases for ICT among teachers and learners

Development of ICT – Stages, Requirement and Process

Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference

- Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

### **UNIT-III**

#### **Use of Multimedia in Education**

Multi Media - Meaning, Nature, Scope, Definition and Approches.

Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys

Advantages, Limitations and Challenges of Using Multi media in Education

Recent Trends in Multimedia

Implication of Multimedia in teaching learning.

#### **Technology Based Instructions**

Enhancing Technology Friendly Practices among Teachers.

Computer-Assisted & Computer Managed Instructions, Cybernetics, E-learning, Use of Net Search and Websites

Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC

Developing Technology Integrated Lessons – Individual and Group

Implications of Technology based instruction in Inclusion

### **UNIT-IV**

#### **Application of Technology**

Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation

Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers

Application of Technology in Instruction – Individual, small group and large group

Advantages, merits and demerits

Implications for inclusion

#### **Tasks & Assignments: Any one of the following (10 marks)**

##### **Special/ Inclusive School/ Institute**

To organize workshops for use ICT for disability friendly activities

To develop technology supported lesson plans for PwID

To use mass media/multi media for creating awareness on disability in rural areas

#### **SUGGESTED READINGS**

Cima M Yeole. (1991). Educational Technology. CimaMyeole.

D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.

DipikaBhadresh Shah, (1991). Educational Technology for developing teaching



competencyGavendraPrakashan

JaganathMohanty. (1998). Studies in Educational Broadcasting. San subscription agency.

Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.

Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.

Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers

McMillan, J.H. &Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.

Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.

Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.

Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.

R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.

Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.

RuhelaSatyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers

Sampath, K., Pannirselvam, A. &Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.

Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland.

Tara Chand. (1992). Educational Technology. Anmol Publication.

**(DISABILITY SPECIALIZATION- MENTAL RETARDATION)**

**COURSE-IV (A): PSYCHO SOCIAL AND FAMILY ISSUES**

**Time: 1.30 Hours**

**Max. Marks: 50**  
**(Theory: 40, Internal: 10)**

**NOTE FOR PAPER SETTER**

||Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

**OBJECTIVES**

After completion of the course, the student teachers will be able to:

realise importance and role of family in rehabilitation of children with ID

develop insight into various psycho-social issues and their impact on rehabilitation on PWID, misconception and social practices and develop based approach

realize importance of family involvement in rehabilitation process by forming parents self help group and parent association

understand various adolescent related issues and challenges their implication for rehabilitation of PWIDs and to explore probable employment opportunities for them

comprehend role of community and community participation and models, advantages / disadvantages of CBR programme forPWIDs

**COURSE CONTENT**

**UNIT-I**

**Family**

Family – Concept, Definition and Characteristics

Types of family

Reaction and Impact of disability on family

Needs of family and counselling

Role of family in rehabilitation of PWID

**Psycho-Social Issues**

Attitude of family, Community, Peer Group, Teachers, Co-workers

Myths, misconception and social practices

Difference between Intellectual Disability and Mental Illness

Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse

Rights and Advocacy

**Involving Families**

Training and involving families in the rehabilitation process

Parent professional relationship

Formation of Parent Self-Help Group  
Parent Associations  
Empowering Families

## UNIT-II

### Adolescent Issues

Physiological Changes; Implication in Emotional and Social Development  
Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group  
Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling  
Ethical Issues  
Challenges and Implications

### CBR and CPP (Community People Participation)

Concept, Definition and Scope of CBR  
Models of CBR – Advantages and Disadvantages  
Types of Community Resources and their mobilization  
Organizing services for PwID in the community  
Role of Special Educator, Family, Community and PWID in CBR

### Tasks & Assignments: Any one of the following (5 marks)

#### Special/ Inclusive School/ Institute

To conduct workshops on formation of Parent Self Help Group, Sibling SHG  
To prepare and present a report on assessment of family needs  
To conduct survey on awareness of families about Govt. Schemes for PWID  
To study and submit a report on attitude of neighbours, teachers and non-teaching staff

### SUGGESTED READINGS

- Basu, S., Das, P., Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990). Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
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- Cramer, H., Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075
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- Dunst, C., Trivette~ C. & Deal, A. (1988). Enabling and empowering families.

Cambridge, MA: Brookline Books.

Dyson (1987). *Mental Handicap: Dilemmas of Parent-Professional Relations*, London, Croon Helm.

Fewell, R. and Vadasy, P. (Eds.) (1986). *Families of Handicapped Children: Needs and Supports across the Life-span*. Texas: Ro-ed Inc.

Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, *Families in Society*, Vol. 81 (4), July – Aug. 2000, pp 70 - 381

Garginolo, R.M. (1985). *Working with Parents of Exceptional Children: A Guide for Professionals*, Boston: Houghton-Mifflin.

Glendinning, C. (1986). *A Single Door: Social Work with the Families of Disabled Children*, London: Allen and Unwin Ltd

Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) *Family Measurement in India*, New Delhi: Sage Publications.

Mann, P.H. Suiter P.A. & Mc Laughlin R.M. (1992). *A Guide for educating mainstreamed students*, Boston: Allyn & Bacon

Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995). *Understanding Indian families having persons with Mental Retardation*, Secunderabad NIMH

Taylor, R.L. (1993). *Assessment of Exceptional Students Educational and psychological procedures*.

Waugh, A. (1976). *Working with parents and community*. New Delhi: NCERT.

Webster, E. J. Vikas Publishing House (1993). *Working with parents of young children with disabilities*, California. Singular Publishing Group.

## **COURSE-IV (B): READING AND REFLECTING ON TEXTS**

**Time: 1.30 Hours**

**Max. Marks: 50  
(Theory: 40, Internal: 10)**

### **NOTE FOR PAPER SETTER**

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

### **OBJECTIVES**

After completion of the course, the student teachers will be able to:

reflect upon current level of literacy skills of the self

show interest and begin working upon basic skills required to be active readers in control of own comprehension

show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content

prepare self to facilitate good reading writing in students across the ages

find reading writing as learning and recreational tools rather than a course task

## **COURSE CONTENT**

### **UNIT-I**

#### **Reflections on Literacy**

Literacy and Current University Graduates: Status and Concerns

Role of Literacy in Education, Career and Social Life

Literacy, Thinking and Self Esteem

Literacy of Second Language/ English: Need and Strategies

Basic Braille Literacy

#### **Reflections on Reading Comprehension**

Practicing Responses to Text: Personal, Creative and Critical

Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

Basic Understanding of Reading Comprehension of Children with Disabilities

#### **Skill Development in Responding to Text**

Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

Practicing Web Search, Rapid Reading and Comprehensive Reading

## UNIT-II

### **Reflecting Upon Writing as a Process and Product**

Understanding writing as a Process: Content (Intent, Audience and Organization)

Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

Practicing Self Editing and Peer Editing of Sample Texts

Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

### **Practicing Independent Writing**

Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

Practicing Converting Written Information into Graphical Representation

Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

Reflections on the Course: From Theory to Practice to Initiating Process to improve self

### **Tasks & Assignments: Any one of the following (5 marks)**

- Have a peer editing of independently written essays and discuss your reflections upon this experience

Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience

Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4

Visit a book store for young children; go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

### **SUGGESTED READINGS**

Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.

ASER report of 2015: Pratham Publication

Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston

Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York

- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallagher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam
- May, F. B. (1998). Reading as communication. Merrill: New Jersey
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McCormick, S. (1999). Instructing students who have literacy problems. (3<sup>rd</sup>) Merrill: New Jersey
- McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.
- Miller, D. (2002). Reading With Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- Tovani, C., & Keene, E. O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers.

## COURSE-V (A): DRAMA AND ART IN EDUCATION

Time: 1.30 Hours

Max. Marks: 50  
(Theory: 40, Internal: 10)

### NOTE FOR PAPER SETTER

- i. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

### OBJECTIVES

After completion of the course, the student teachers will be able to:

- exhibit basic understanding in art appreciation, art expression and art education
- plan and implement facilitating strategies for students with and without special needs
- discuss the adaptive strategies of artistic expression
- discuss how art can enhance learning

### COURSE CONTENT

#### UNIT-I

##### Introduction to art Education

Art and art education: Meaning, scope and difference

Artistic expression: Meaning and strategies to facilitate

Art therapy: Concept and application to students with and without disabilities

Linking Art Education with Multiple Intelligences

Understanding emerging expression of art by students

##### Performing Arts: Dance and Music

Range of art activities related to dance and music

Experiencing, responding and appreciating dance and music

Exposure to selective basic skills required for dance and music

Dance and Music: Facilitating interest among students: planning and implementing activities

Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

#### UNIT-II

##### Performing Arts: Drama

Range of art activities in drama



Experiencing, responding and appreciating drama

Exposure to selective basic skills required for drama

Drama: Facilitating interest among students: planning and implementing activities

Enhancing learning through drama for children with and without special needs: strategies and adaptations

### **Visual Arts**

Range of art activities in visual arts

Experiencing, responding and appreciating visual art

Exposure to selective basic skills in visual art

Art education: Facilitating interest among students: planning and implementing activities

Enhancing learning through visual art for children with and without special needs: strategies and adaptations

### **Media and Electronic Arts**

Range of art activities in media and electronic art forms

Experiencing, responding and appreciating media and electronic arts

Exposure to selective basic skills in media and electronic arts

Media and electronic arts: Facilitating interest among students: planning and implementing activities

Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

### **Tasks & Assignments: Any one of the following (5 marks)**

‘hot seating’ activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)

Portfolio submission of the basic skills exposed in any one of the art forms of choice

Write a self reflective essay on how this course on art will make you a better teacher

Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation

Observe an art period in a special school and briefly write your reflections on it

### **SUGGESTED READINGS**

Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York

Beyer, E. London. (2000). The arts, popular culture and social change

Efland, A. D. (1990). A history of Art Education: Intellectual and social currents inteaching the visual arts. New York, NY: Teachers College Press.

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *ArtEducation*, 33(8), 8–11
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L. & A. M. Jenkins (Eds.), Issues and approaches to art for students with special needs (pp. 142–154). Reston, VA: National Art Education Association.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

## **COURSE-V (B): BASIC RESEARCH AND BASIC STATISTICS**

**Time: 1.30 Hours**

**Max. Marks: 50**

**(Theory: 40, Internal: 10)**

### **NOTE FOR PAPER SETTER:**

Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

### **OBJECTIVES**

After completion of the course, the student teachers will be able to:

describe the concept and relevance of research in education and special education

develop an understanding of the research process and acquire competencies for conducting a research

apply suitable measures for data organization and analysis

### **COURSE CONTENT**

#### **UNIT-I**

##### **Introduction to Research**

Scientific Method

Research: Concept and Definitions

Application of Scientific Method In Research

Purpose of Research

Research in Education and Special Education

##### **Types and Process of Research**

Types of Research

Basic/Fundamental

Applied

Action

Process of Research

Selection of Problem

Formulation of Hypothesis

Collection of Data

Analysis of Data & Conclusion

Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

Action Research in Teaching Learning Environment

Professional Competencies for Research

#### **UNIT-II**

##### **Measurement and Analysis of Data**

Scale for measurement: Nominal, Ordinal, Interval and Ratio

Organization of data: Array, Grouped distribution

Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation

Correlation: Product Moment and Rank Order Correlation

Graphic representation of data

**Tasks & Assignments: Any one of the following (5 marks)**

Develop a teacher made test for a given subject matter

Develop a questionnaire/checklist

Develop an outline for conducting action research

**SUGGESTED READINGS**

Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.

Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.

Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.

Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.

Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.

Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.

Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.

**Course VIII: Practical: Main Disability Special School (Related to Disability Specialization)****Hours: 120****Credits: 04****Marks: 100**

Sr. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major Disability	Special schools for disability specialization	Minimum 90 school Periods

**Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under Disability Specialization and Main Disability special school with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.**

**Course IX: Practical: Other Disability Special School (Related to Cross Disability & Inclusion)****Hours: 18**

Sr. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major Disability	Special schools for other Disabilities	Minimum 180 school Periods

**Course X: Practical: Inclusive School (Related to Cross Disability & Inclusion and Disability Specialization)****Hours: 120 Credits: 04 Marks: 100**

Sr. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

## PRACTICUM: MENTAL RETARDATION

**Course VI: Practical: Cross Disability & Inclusion**

**Hours: 120**

**Credits: 04**

**Marks: 100**

<b>Sr. No.</b>	<b>Tasks for the Student-teachers</b>	<b>Disability Focus</b>	<b>Educational Setting</b>	<b>Hrs.</b>	<b>No. of Lessons</b>
1	Classroom Observation	Other than ID	Special schools for other Disabilities	05	Observation of all subjects at different level, minimum 10 school Periods
		Any Disability	Inclusive Schools	05	Observation of all subject at different level, minimum 10 school Periods
2	a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities/ Resource Room	30	20 lessons (10 Language & 10 Non-language)
			Inclusive Schools	30	20 lessons (10 Language & 10 Non-language)
3	a. Individualised Teaching lessons on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other Disabilities	25	20 lessons (10 Language & 10 Non-language)
	b. Individualised Teaching lessons a. Languages b. Non Languages		Resource Room /Inclusive Schools		

**Course VII: Practical: Disability Specialisation****Hours: 12****Credits: 04****Marks: 100**

Sr. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	Description
1	IEP	ID	Special School	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level
2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40 hrs	20 lessons
	b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non languages	ID	Resource Room/Inclusive school	30 hrs	20 lessons
3	School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	-----
4	Observation of support Services	Major Disability	Institute/ Clinic	10 hrs	Depending on the specialization

**A suggestive framework is given below:**

Areas	Disability Specialization
Pedagogy Subject 1	Semester –III (8 days- 40 Hrs)
Pedagogy Subject 2	Semester-III ( 30 Hrs spread across 5 days)
School Sensitisation	Semester-III ( 2 days-10 Hrs)
Observation of support services	Semester-III ( 2 days-10 Hrs)

**Course VIII: Practical: Main Disability Special Schools (Related to Disability Specialization)****Hours: 120****Credits: 04****Marks: 100**

Sr. No.	Tasks for the Student Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching Across all class levels and Curricular Domains Class Levels a). ECSE b). Pre-primary c). Primary d). Secondary e). Prevocational	ID	Special schools for ID	Minimum 60 lessons (15 Personal/Social, 25- Functional Academics, 10- Occupational, 10- Recreational)

**Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under Main Disability**

**Special Schools (Related to Disability Specialization) with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:**

Micro Teaching	Semester- II (1 day- 5 Hrs)
Macro Teaching	Semester- II (20 hrs – Spread across 5 days)
Lesson Planning & Teaching in Special School	Semester- II (20 hrs – Spread across 5 days)
F-1 School Attachment/ Internship (Special School)	Semester- II (24 days-120 Hrs)

**Note:** Certificate from School Head/In charge regarding the performance of the student/trainee placed should be submitted in the format given by the college.

**Course IX: Practical: Other disabilities special Schools (Related to Cross Disability & Inclusion)**  
**Hours: 18** **Credits:04**  
**Marks: 50**

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Special Schools for other disabilities	Minimum 30 Lessons

**Course X: Practical: Inclusive School (Related to Cross Disability and Inclusion & Disability Specialization)**  
**Hours: 120** **Credits: 04**  
**Marks: 100**

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 30 Lessons

**Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under Disability Specialization, Other disabilities special Schools (Related to Cross Disability & Inclusion) and Inclusive School (Related to Cross Disability and Inclusion & Disability Specialization) with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:**

Areas	Disability Specialisation and No. of Days
Classroom Observation	Semester –IV (2 days- 10Hrs)
Pedagogy Subject 1&2	Semester-IV ( 60 Hrs spread across 12 days)
Individualised Teaching Lessons	Semester-IV ( 50 hrs spread across 10 days)
Observation of support services	Semester-IV ( 2days-10 Hrs)
F2- Attachment/Internship	Semester-IV (24 days)
F3- Attachment/Internship	Semester-IV (24 days)



