Established by Govt. of Arunachal Pradesh vide Act 9 of 2012, the Arunachal University of Studies Act, 2012 Recognized as per u/s 2(f) of University Grants Commission Act, 1956
NH-52, Namsai, Arunachal Pradesh -792103

BACHELOR OF SPECIAL EDUCATION (HEARING IMPAIRMENT) – SECOND SEMESTER

Second Semester			
S. No.	**Name of Subject**	**Credits**	**Total Marks**
1	Inclusive Education	4	100
2	Learning, Teaching and Assessment	3	100
3	Pedagogy of School Subject 1. Science 2. Mathematics 3. Social Science	4	100
4	Peadagogy of School Subject 1. Hindi 2. English	4	100
5	Curriculum Designing, Adaptation and Evaluation	4	100
6	Practical : Disability Specialization	3	100
	Total	**22**	

Subject Name: INCLUSIVE EDUCATION

Unit 1: Introduction to Inclusive Education 5 Hours

a. Marginalisation vs. Inclusion: Meaning & Definitions
b. Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
c. Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
d. Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
e. Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Polices & Frameworks Facilitating Inclusive Education 5 Hours

a. International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
b. International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
c. International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
d. National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

e. National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications 7 Hours

a. Meaning, Difference, Need & Steps
b. Specifics for Children with Sensory Disabilities
c. Specifics for Children with Neuro-Developmental Disabilities
d. Specifics for Children with Loco Motor & Multiple Disabilities
e. Engaging Gifted Children

Unit 4: Inclusive Academic Instructions 8 Hours

a. Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
b. Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
c. Differentiated Instructions: Content, Process & Product
d. Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
e. ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education 5 Hours

a. Stakeholders of Inclusive Education & Their Responsibilities
b. Advocacy & Leadership for Inclusion in Education
c. Family Support & Involvement for Inclusion
d. Community Involvement for Inclusion
e. Resource Mobilisation for Inclusive Education

Suggested Readings:

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
- Daniels, H. (1999) . Inclusive Education.London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms,Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press:Sage Publishers.
- Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.

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

Subject Name: LEARNING, TEACHING AND ASSESSMENT

Unit 1: Human Learning and Intelligence

a. Human learning: Meaning, definition and concept formation
b. Learning theories:

   - Behaviourism: Pavlov, Thorndike, Skinner

   - Cognitivism: Piaget, Bruner

   - Social Constructism: Vygotsky, Bandura

c. Intelligence:

   - Concept and definition

   - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

d. Creativity: Concept, Definition and Characteristics
e. Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

a. Sensation: Definition and Sensory Process

b. Attention: Definition and Affecting Factors
c. Perception: Definition and Types
d. Memory, Thinking, and Problem Solving
e. Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

a. Maxims of Teaching
b. Stages of Teaching: Plan, Implement, Evaluate, Reflect
c. Stages of Learning: Acquisition, Maintenance, Generalization
d. Learning Environment: Psychological and Physical
e. Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System

a. Assessment: Conventional meaning and constructivist perspective
b. 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
c. Comparing and contrasting assessment, evaluation, measurement, test and examination
d. Formative and summative evaluation, Curriculum Based Measurement
e. Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Unit 5: Assessment: Strategies and Practices

a. Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
b. Typology and levels of assessment items: Multiole choice, open ended and close ended; direct, indirect, inferential level
c. Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
d. Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
e. School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

Suggested Readings:

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.

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

Subject Name: PEDAGOGY OF SCHOOL SUBJECT

1. SCIENCE

Unit 1: Nature and Significance of Science

a. Nature, Scope, Importance and Value of Science
b. Science As An Integrated Area of Study
c. Science and Modern Indian Society: Relationship of Science and Society
d. Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
e. Role of Science for Sustainable Development

Unit 2: Planning for Instruction

a. Aims and Objectives of Teaching Science in Elementary and Secondary School
b. Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
c. Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
d. Unit Planning – Format of A Unit Plan
e. Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Unit 3: Approaches and Methods of Teaching Sciences

a. Process Approach, Direct Experience Approach, Inductive-Deductive Approach
b. Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
c. Project Method and Heuristic Method
d. Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities

e. Constructivist Approach and its Use in Teaching Science

Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science

a. 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)
b. Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities
c. The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
d. Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
e. Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

a. Evaluation- Concept, Nature and Need
b. Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
c. Tools and Techniques for Formative and Summative Assessments
d. Preparation of Diagnostic Test and Achievement Test
e. Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Suggested Readings:

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning.Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and lLearning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N.G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.

- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merril Publishing Company.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
- Gupta, S.K. (1983). Technology of Science Education. Vikas Publishing House Pvt. Ltd., Delhi.
- Gupta, V. K. (1995). Readings in Science and Mathematics Education. The Associated Press, Ambala.
- Mangal, S.K., & Mangal, S.(2005). Teaching of Biological Sciences. International Publishing House, Meerut.
- Rao, V.K. (2004). Science Education. APH Publishing Corp., New Delhi.

2. MATHEMATICS

Unit 1: Nature of Mathematics

a. Meaning, Nature, Importance and Value of Mathematics
b. Axioms, Postulates, Assumptions and Hypothesis in Mathematics
c. Historical Development of Notations and Number Systems
d. Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
e. Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

Unit 2: Objectives and Instructional Planning in Mathematics

a. Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
b. Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
c. Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
d. Unit Planning – Format of A Unit Plan
e. Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Unit 3: Strategies for Learning and Teaching Mathematics

a. Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
b. Learning By Exposition: Advanced Organizer Model

c. Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project
d. Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)
e. Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

a. Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
b. Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities
c. Bulletin Boards and Mathematics Club
d. Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
e. Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

a. Assessment and Evaluation- Concept, Importance and Purpose
b. Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
c. Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
d. Preparation of Diagnostic and Achievement Test
e. Adaptations in Evaluation Procedure for Students With Disabilities

Suggested Readings:

- Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.
- Chambers, P. (2010).Teaching Mathematics. Sage Publication, New Delhi.
- Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
- David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
- Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.

- Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville.
- Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.
- Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London.
- National Curriculum Framework. (2005). NCERT, New Delhi.
- National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
- Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.
- Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.

3. SOCIAL SCIENCE

Unit I: Nature of Social Sciences

a. Concept, scope and nature of social science
b. Difference between social sciences and social studies
c. Aims and objectives of teaching social science at school level
d. Significance of social science as a core subject
e. Role of social science teacher for an egalitarian society

Unit II: Curriculum and Instructional Planning

a. Organization of social science curriculum at school level
b. Instructional Planning: Concept, need and importance
c. Unit plan and Lesson plan: need and importance
d. Procedure of Unit and Lesson Planning
e. Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science

a. Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
b. Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method
    i. 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
c. Accommodations required in approaches for teaching children with disabilities
d. Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
e. Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

a. Purpose of evaluation in social science
b. Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio

c. Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
d. Construction of teacher made test
e. Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

a. Being a reflective practitioner- use of action research
b. Developing an Action Research Plan for solving a problem in teaching-learning of Social science
c. Case study- Need and Importance for a School Teacher
d. Development of a Professional Portfolio/ Teaching Journal
e. Competencies for teaching Social science to children with disabilities

Suggested Readings:

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd., Meerut.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.
- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.
- Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.
- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.
- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
- George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow. • Sharma, R.A. (2008). Technological foundation of education. R.Lall Books Depot., Meerut.
- Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.
- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do. Corwin, CA.

Subject Name: PEADAGOGY OF SCHOOL SUBJECT

1. HINDI

इकाई १ — भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

१.१ भाषा का प्रत्यय और उपयोगिता।
१.२ बोली, विभाषा और मानक भाषा का प्रत्यय।
१.३ शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।
१.४ हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्‌भव की प्रक्रिया।
१.५ विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।
१.६ मूल–भूत भाषा कौशलों — श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई २ — पाठ्यवस्तु संवर्धन

२.१ हिन्दी साहित्य का सामान्य परिचय।
२.२ हिन्दी गद्य साहित्य की परम्परागत विधाएँ — कहानी, नाटक और महाकाव्य।
२.३ हिन्दी गद्य साहित्य की आधुनिक विधाएँ — उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।
२.४ हिन्दी व्याकरण में उर्दू, अंग्रेज़ी और संस्कृत से समाविश्ट प्रत्यय।
२.५ माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई ३ — भाषा अधिगम की प्रकृति और पाठ नियोजन

३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्‌देश्य।

३.२ इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।
३.३ पाठयोजना का परिचय, उपयोग और महत्त्व।
३.४ पाठयोजना के चरण और उनका क्रियान्वयन।
३.५ हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्‌देश्यों का निर्धारण।
३.६ विशिष्ट उद्‌देश्यों का व्यावहारिक शब्दावली में लेखन।
३.७ पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई ४ — हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

४.१ माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।

४.२ गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।

४.३ माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।

४.४ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।

४.५ माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।

४.६ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य–पुस्तक विधियों का मूल्यांकन।

इकाई ५ — भाषा अधिगम–शिक्षण में सहायक सामग्रियों का प्रयोग

५.१ शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।

५.२ अधिगम–शिक्षण के दृश्य उपकरणों के प्रकार।

५.३ दृश्य उपकरणों — श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।

५.४ श्रव्य उपकरणों — कॉम्पैक्ट डिस्क व कैसेट्स् के प्रयोग की विधि और अभ्यास।

५.५ मुद्रित श्रव्य उपकरणों —अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग ।

५.६ वैद्युदणिवक उपकरणों — टेलीविजन्, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयागे की विधि और उपयोगिता।

५.७ भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई ६ — भाषा अधिगम के मूल्यांकन की प्रविधि

६.१ मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।

६.२ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।

६.३ लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभा ाण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

६.४ कक्षागत पाठ्यसहगामी गतिविधियों — गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

६.५ विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई ७ — चिन्तनशील साधक के रूप में शिक्षक

७.१ अनुवर्ती चिन्तन की आवश्यकता और महत्त्व।

७.२ चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

७.३ विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।

७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।

७.५ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

सन्दर्भ पुस्तकें –

हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, २०१०.
हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, २००५.
हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, २००५.
हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र ुक्ल, राजकमल प्रकाशन, नई दिल्ली, २००६
हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, २००२.
हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, २००४

2. ENGLISH

Unit I: Nature of English Language & Literature

a. Principles of Language Teaching
b. Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency(CALP)
c. English Language in the school context: An Evolutionary Perspective
d. Current Trends in Modern English Literature in Indian context
e. Teaching as second language in Indian context.

Unit II: Instructional Planning

a. Aims and objectives of Teaching English at different stages of schooling
b. Instructional Planning: Need and Importance
c. Unit and lesson plan: Need and Importance
d. Procedure of Unit and Lesson Planning
e. Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

a. Difference between an approach and a method
b. Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
c. Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method
d. Development of four basic language skills: Listening, Speaking, Reading, and Writing
e. Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

a. Importance of instructional material and their effective use
b. The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation
c. Construction of a teacher made test for English proficiency
d. Teaching portfolio
e. Adaptations of teaching material for children with disabilities

Unit V: Evaluation

a. Evaluation - Concept and Need
b. Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
c. Adaptation of Evaluation Tools for Children with Disabilities
d. Individualized assessment for Children with Disabilities
e. Error analysis, Diagnostic tests and Enrichment measures

Suggested Readings:

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
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- Agnihotri, R.K., & Khanna, A.L.(1996). English Grammar in context. Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.
- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Bryne, D. (1988). Teaching Writing Skills. Longman, London.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Kalyani Publishers, Ludhiana.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

Subject Name: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Unit 1: Development of Curriculum

a. Curriculum: concept, aims and principles
b. Orientations to Curriculum Development
   i. Child centred
   ii. Society-centred
   iii. Knowledge-centred
   iv. Eclectic
c. Approaches: child-centred, activity-centred, Ecological approach

d. Types of curriculum: core, support, collateral , hidden and co-curriculum
e. Person Centred Program and Individualized Educational Program

Unit 2: Curriculum Development and Teaching

a. Community and learner needs assessment
b. Aims, Goals and Objectives
c. Selection of teaching methods and material
- Microteaching
- Scaffolding
- T-L aids
d. Implementation and recording
e. Evaluation

Unit 3: Curricular Focus for Children with ASD

a. Language and social communication
b. Self-care
c. Social behaviour
d. Academic skills
e. Pre-vocational and leisure

Unit 4: Curricular Adaptation for Inclusive Education of Children with ASD

a. Adaptation of curriculum for children with ASD
b. Types of adaptation needed for children with ASD
   i. Content
   ii. Instructional
   iii. Ecological
c. Stages of adaptation
   i. General adaptation
   ii. Specific adaptation
d. Accommodation & modification
   i. Perceptual style
   ii. Cognitive style
   iii. Social style
e. Accommodation of co-curricular activities and learning material

Unit 5: Methods of Evaluating Children with ASD

a. Evaluation: definition and purpose
b. Observation
c. Record Review
d. Teacher made test tests
e. Standardized rating scales

Suggested Readings:

- Hewitt, T.W. (2006). Understanding and Shaping Curriculum, What We Teach and Why. Sage Publications. London.

- Jacobs, H.H. (2010). Curriculum 21: Essential Education for a Changing World. ASCD, Alexandria.
- Marsh, C.J. (2004). Key Concepts for Understanding Curriculum. Rouledge Falmer.
- Myles, B.S., & Simpson, R.L. (2003). Asperger's syndrome: A guide for educators and parents. TX: Pro-Ed. Autin.
- Simpson, R. L., & Myles, B.S. (2008). Educating Children and Youth with Autism: Strategies for effective practice. Pro-Ed. Texas.
- Tyler, R. (2013). Basic Principles of Curriculum and Instruction. University of Press, Chicago.
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- National Resource Council, (2002). Educating Children with Autism. National Academic Press, Washington.
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Subject Name: PRACTICAL : DISABILITY SPECIALIZATION