

Responsive Teacher Programs: Guidelines Towards Inclusive Curriculum B.Ed., B.P.Ed. & B.Ed. (Spl.Ed.)

Coordinated by

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Abbreviations

AAC	Alternative and Augmentative Communication
ABA	Applied Behaviour Analysis
ASD	Autism Spectrum Disorder
B.Ed.	Bachelor of Education
B.Ed. (Spl)	Bachelor of Education in Special Education
B.P.Ed.	Bachelor of Physical Education
CBR	Community Based Rehabilitation
CwD	Children with Disability
CWSN	Children with Special Needs
ECC	Early Childhood Care
EFA	Education for All
ESD	Education for Sustainable Development
HI	Hearing Impairment
ICT	Information and Communication Technology
ID	Intellectual Disability
IEP	Individualised Education Program
LD	Learning Disability
MD	Mental Disorder
MTA	Mother Teacher Association
NCF	National Curriculum Framework
NCTE	National Council for Teacher Education
PCK	Pedagogical Content Knowledge
PE	Physical Education

PSTE	Pre Service Teacher Education
PTA	Parent Teacher Association
PwD	Person with Disability
RCI	Rehabilitation Council of India
RPWD	Rights of Person with Disability
SC	Schedule Caste
SMC	School Management Committee
SSA	Sarva Shiksha Abhiyaan
ST	Schedule Tribe
TEP	Teacher Education Programs
UDL	Universal Design for Learning
VI	Visual Impairment

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Preface

Large numbers of Children with Special Needs (CWSN) go to special schools, away from regular schools and mainstream education. However with advent of legal rights like Right to Education Act, 2012 and Rights of Persons with Disability Act, 2016 all students, irrespective of their impairments are provided an option of accommodation in regular schools and mainstream education. To put this very simply, children with visual impairment, low vision, hearing impairment, leprosy-cured, loco-motor disability, mental retardation, mental illness, autism, cerebral palsy and multiple disability have the right to study in a regular school environment till the age of 18 years.

However legal rights do not ensure successful implementation. Though some schools practice inclusive education, large chunk of CWSN still await to see the light of formal education in regular classrooms. The successful implementation of inclusive education fails because there is conceptual lack of understanding that inclusive education doesn't refer only to CWSN but cater the needs of every individual child, irrespective of ability and disability.

The problem also lies with the training of teachers in pre-service teacher education programs, where general B.Ed. and B.P.Ed. student teachers are prepared to teach in regular classroom and are least prepared to undertake inclusive classroom. B.Ed. (Spl.Ed.) on the other hand prepares student teachers to teach CWSN exclusively in special schools and not in inclusive setup. As a result when these student teachers land up in inclusive classrooms they treat CWSN as a burden and passive participants in the classrooms. Lack of adequate support from the teachers, authorities and society; result in insufficient opportunities for CWSN and unsuccessful implementation of inclusion.

Keeping these issues in mind faculty of DEGSN, NCERT decided to study various pre-service teacher education programmes offered in different parts of India in the light of inclusive education. Keeping the framework of NCTE and RCI in mind, guidelines were prepared to make present pre-service teacher education programs inclusive.

The first phase of the project involved collecting the curriculum of PSTE degree programs of physical education, general education and special education from universities located in different regions of India. The curriculums were analysed from the lens of inclusion in education and evaluated against five point criteria for inclusive PSTE. Selected universities in different regions were visited by the project team and the opinion of the faculty was gathered regarding, efficiency of the present PSTE degree programs for preparing teachers capable of working in inclusive classroom, changes required in present PSTE degree programmes to make it realise the dream of inclusion in education, sufficiency of latest directives from NCTE and RCI regarding PSTE degree programmes with respect to inclusion in education, efforts made by the universities/institutions to prepare teachers for inclusive classroom.

Second Phase involved preparation of draft guidelines for inclusive pre-service teacher education based on the experience of interaction, curriculum analysis clubbed with NCTE

latest curriculum framework for PSTE degree program (B.Ed & B.P.Ed)and RCI curriculum framework for B.ED. Spl. Ed.

Third phase involved sharing the draft guidelines with faculty of education, special education and physical education, via three regional workshop vis-a- vis Hindi speaking states, Non-Hindi speaking states, North-Eastern states.

Suggestions received during the regional sharing workshop were discussed with experts and the final version of guidelines titled “Responsive Teacher Education Programs: Guidelines Towards Inclusive Curriculum B.Ed., B.P.Ed. & B.Ed. (Spl. Ed.)” emerged.

Law can only reinforce inclusion; it can only be put into practice if society thinks inclusive. These Guidelines were prepared with the thought to train student teachers to think inclusive and hence provide fair and equal educational opportunities for all. With enough exposure to differences and similarities even the children in the classroom will learn to embrace diversity.

Acknowledgement

The Department of Education of Groups with Special Needs (DEGSN), NCERT prepared these guidelines with the resource support of number of experts in the field of pre-service teacher education. This project is the outcome of collaborative efforts of all the people and organisations that have been associated with this project.

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Introduction

In recent years, the appropriateness of separate system of education for Children with Disabilities (CwD), i.e., special education provided in special segregated settings is being challenged, both from a human rights perspective and from the perspective of effectiveness. As a result, special education practices were gradually moved into the mainstream through an approach known as “integration”. Integration allowed CwD, limited interaction and classroom sharing with the non-challenged/ non-disabled/non special needs peers. The main challenge with integration was that the “mainstreaming” (another word commonly associated with integration) was not accompanied by changes in the organization of the regular school, its curriculum and teaching and learning strategies. The child with disabilities was expected to adjust as per the system (Sandip Kumar & Gopal Rana)¹. This created minimum demand on the teachers as the onus of learning and adjusting to school practices lies on the child him/her self.

This lack of organizational and systemic change has cleared the path for the conception and implementation of inclusive education. Inclusive education suggests that merely letting the Child With Special Needs (CWSN) interact with the non-special needs peers in controlled environment will not serve the purpose, and serious attempts were required to make the CWSN feel included in the system and for that, the system would have to make some adjustments or changes in itself. This has led to a re-conceptualization of managing and addressing the “special needs”, which implies that progress is more likely if we recognize that difficulties experienced by pupils result from the ways in which schools are currently organized and also from rigid teaching learning practices (UNESCO Bangkok, 2013)². The schools need to reform and pedagogy needs to be improved in ways that will respond positively to pupil diversity. This requires seeing individual differences not as problems to be fixed, but as opportunities for enriching learning. Within the discourse of inclusion in education, the shift from physical access to right to learn is apparent. The move from mere physical inclusion to social and educational inclusion has begun.

In India two apex organisations namely National Council of Teacher Education (NCTE) and Rehabilitation Council of India (RCI) are responsible for providing Guidelines, regulating and supervising the Teacher Education Programmes (TEP). The NCTE takes care of TEP at various levels whereas the RCI is responsible for addressing special needs through Teacher Education.

In the light of recent developments in the areas of School Education and Teacher Education a need has been felt by Department of Education of Groups with Special Needs (DEGSN), NCERT to identify the existing gaps in teacher education programmes from the perspective of inclusive education. And accordingly the Department has taken initiative to develop guidelines for existing Inclusive teacher education.

Guidelines are primarily a set of rules, principles or recommendation for procedures or practices in a particular field. They are advisory issued to streamline and enhance the quality of work, bring transparency and facilitate responsibility and accountability.

A detailed review of the existing Pre-Service Teacher Education (PSTE) programs and discussion with teacher educators, revealed existence of lot of variation in the PSTE programs in terms of the degree/diploma/certificate offered, program run in distance or regular mode, duration of programs, nomenclature of programs, program curriculum in deemed universities, central and state universities and so on. Henceforth, in this document degree program will mean PSTE degree programs in special education (B.Ed. Spl.), physical education (B. P. Ed.) and education (B.Ed.).

The teachers teaching in regular schools are seeing more and more CWSN in their classroom as a result of pro-inclusion initiatives by Government of India such as Right to Education Act 2009 which has made education up to elementary level not only completely free and compulsory but also made it a legal right of all children in the age group of 6 to 14 years (Right to Education)³ and up to 18 years for children with disabilities (Children Learn Better with Inclusive Education, DNA)⁴; adoption of zero rejection policy and attempt to provide education to CWD in multi-option mode i.e. regular schools, Home Based Education, support services under Sarva Shiksha Abhiyaan (SSA), the flagship program of Government to achieve Education for All (EFA)⁵; and the Rights for Person with Disability (RPWD) Act 2016 which has identified 21 conditions of disabilities deserving of educational provisions⁶.

The Primary Clientele for Inclusion in Education: Deriving Rationale

Inclusion in education is for making CWSN participate in the mainstream education system with appropriate support and provisions. The policies, acts and govt. provisions identify CWSN primarily as CwD. The reason for this might lie in the administrative ease and also demarcation in the jurisdictions of work between various ministries. The academic discourse has adopted a wide range of terminology to refer to CwD. It is sometimes difficult even to relate the terminology used in research literature to the terminology/classification used in the policy documents. According to the RPWD Act, 2016⁶ a person with disability means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may hinder his/her full and effective participation in society equally with others. The Act specifies the following disabilities: autism spectrum disorder; blindness; low vision; cerebral palsy; chronic neurological conditions, deaf blindness; haemophilia (bleeding disorder where blood does not clot normally); hearing impairment; intellectual disability; leprosy cured; loco motor disability; mental illness; muscular dystrophy (muscle diseases that weaken the musculoskeletal system and hamper locomotion); multiple sclerosis (affects nerve cells of brain and spinal cord); specific learning disability; speech and language disability, sickle cell disease, thalassemia (a blood disorder in which the body makes an abnormal form of haemoglobin); acid attack victims, Dwarfism and, multiple disability.

It is important to understand that, apart from disabilities, the special needs may also arise due to social and economic disadvantages and due to issues of gender. These require addressing in classrooms and schools via curriculum contextualization, multi-grade and multilingual teaching. The children belonging to Scheduled Castes (SC), scheduled tribe (ST) and minorities also

belong to the group of CWSN. Thus, the terms CWSN encompass all children having special educational needs arising out of disabilities, social and economic disadvantages.

For the purpose of this document, the term CWSN is understood in the broader sense and is not restricted to children with disabilities alone but extends to include girls and children coming from social and economic disadvantaged backgrounds.

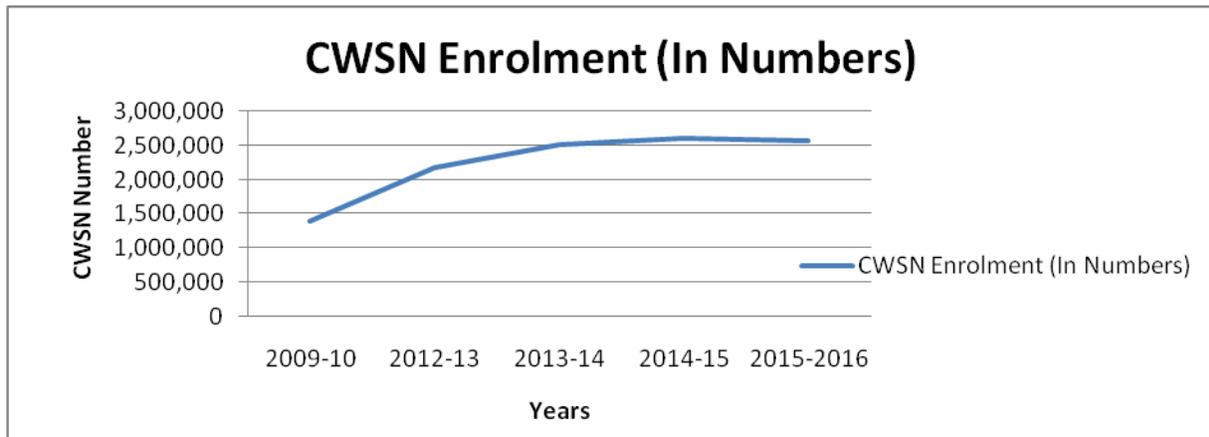
The data table below indicates increase in the enrolment of CWSN in the schools.

Table-1: Enrolment of CWSN in Schools (Year-wise)

S. No	Year	No of CWSN
1	2009-10	14,02,817 ⁷
2	2010-11	Could not be located
3	2011-12	Could not be located
4	2012-13	21,75,768 ⁸
5	2013-14	25,03,907 ⁹
6	2014-15	25,99,133 ⁷
7	2015-16	25,64,855 ¹⁰

The graph (in Figure 1) is based on above data.

Figure 1: Year Wise Enrolment CWSN



Source: U-Dise and SSA Shagun

Figure 1 clearly shows the consistent increase in the enrolment of CWSN, indicating success of government initiatives to include CWSN in the mainstream education system and also the fact that given a chance the parents would like to send their CWSN in the nearby regular school. This increasing trend in enrolment of CWSN in regular schools places fresh demands on the mainstream school education system, in the form of not only identifying the special educational needs of children but also addressing them within the system by utilizing the available resources. As per the information released by Press Information Bureau, GoI, MHRD¹¹ on December 8th 2016, only 3.59 lakh regular teachers have been trained on the material developed by NCERT for training of regular teachers on curriculum adaptation. Compared with the number of schools 11,

61, 789 in the year 2013-14⁷ (Govt. & aided) existing in country at the elementary level, the 3.59 teachers trained in curriculum adaptations appears to be just a drop in the ocean. The teachers with some training at pre-service level constitute the major part of human resources available in the regular schools. These teachers are trained to teach the subject matter prescribed in the syllabus but may lack the skills to identify the special education needs and to plan and implement the appropriate educational interventions such as adapting the curriculum, Teacher Learning Material (TLM), class activities, assignments etc. The in-service training provided in capsule form has its own merits and demerits along with the fact that due to huge number of teachers working in school throughout India it is challenging to reach each and every teacher placed in the school for required training in inclusive education.

The inclusive education in India may become reality only if the need for skill update of teachers related to inclusive pedagogy practice is met at both the pre-service and the in-service level.

Understanding Inclusive Schools

Conceptually an inclusive school is one that welcomes every child irrespective of abilities disabilities, social and economic conditions, literacy level of parents, belongingness to a particular region and religion, etc. An inclusive school system makes systemic efforts to address the diverse needs.

In an inclusive school, stakeholders in education work together to make schooling comfortable for all. Each stakeholder, whether it may be the academic administrators, teachers, parents, students or the support staff, not only understands special needs but is also able to modify their professional practices to cater to the special needs.

The teachers and special education teachers work hand in hand with each other so that special educational needs are met within the school premises. In an inclusive school the teachers teaching various curricular areas work in collaboration with special education teachers to address the diverse needs of all.

The foremost requirement of inclusive school in the present scenario is teachers trained in inclusive pedagogy practices. Most of the regular teachers presently employed require training in inclusive education at the level of capacity building and not only at the level of sensitization and awareness creation.

In the inclusive school, the role of special educators would change from the one who works on increasing the educability of CWSN to absorb them into the mainstream education system. They would now be responsible for meeting the needs of CWSN in the regular school by collaborating with the regular teacher, and spreading their work beyond the resource room to the regular classroom. Furthermore, special educators would be needed to take care of those CWSN that lie on the far end of the continuum of disabilities and those with multiple disabilities. This population of CWSN would still need highly specialized care in inclusive schools.

According to Salamanca Statement¹² an inclusive school is one where all children learn together and the schools recognizes and respond to the diverse needs of students, while also having a continuum of support and services to match these needs. Inclusive schools are the 'most effective' at building solidarity between CWSN and their peers.

Inclusive PSTE

The teachers engaged in curriculum transaction require training to understand the learning needs of CWSN and to adapt teaching learning activities so that CWSN feel included in the learning process and to work in collaboration with the special/resource teachers and therapists (Harvey *et al.* 2008¹³ All day *et al.* 2013¹⁴). The special education teachers need to know how to link Individualised Education Program (IEP) of a CWSN studying in regular/inclusive classroom, with regular class curriculum being followed by regular students. Likewise the physical education teachers may need to know about the ways of addressing the special needs of children in the sports ground and to make changes in the physical education activities for enhancing the participation of CWSN (Forlin & Engelbrecht, 1998)¹⁵.

The department realized that in an inclusive school or otherwise, the special teachers, the subject teachers and the physical education teachers, all three work towards a common goal that is facilitating the realization of potential in children. For a school to be inclusive in the letter 'n' spirit of the term, it is essential that the subject teachers, the special teachers and the physical education teachers should work in close collaboration without any perceived hierarchies.

The skill to work in collaboration needs to be an essential part of the teacher education programs at pre-service level. Rana & Kumar 2014¹ proposed three categories of competencies that should be integral part of PSTE curriculum in India. These are foundational competencies dealing with conceptual understanding of inclusion, philosophy of inclusion, learning style of students, understanding diversity and factors leading to exclusion; skill competencies related to creation of inclusive learning environment, analyzing barriers to learning and participation, assessment techniques and TLM; and reflective competencies which promotes reflection and addressing issues such as impact of gender, disability, regional identity on learning. In addition to this, focus should also be on building positive attitude towards inclusion, among the student teacher through PSTE (Forlin & Engelbrecht, 1998)¹⁵.

PSTE may be said to be preparing teachers for teaching in an inclusive classroom when the student teachers are able to identify the learning needs of students arising due to disabilities, gender, social and economic disadvantages. After identification of learning needs the student teachers should be able to not only plan teaching learning activities to address the identified needs but also teach as per plan in inclusive settings. The PSTE preparing teachers to work in inclusive educational settings also attempts to build skills for modifying evaluation procedures to enhance their accessibility for all. Team building and creating synergies predominantly among the subject teachers, special education teachers and physical education teachers and later with

allied health professionals and other functionaries in the school system should also be stressed in the PSTE.

The Criteria for Inclusive PSTE

Is the PSTE program preparing a teacher to—

1. identify the learning needs of students arising due to disabilities, gender, social and economic disadvantages
2. do modifications in teaching learning activities based on the needs of students
3. teach in inclusive classroom rather than in segregated setting
4. make teaching learning and assessment activities accessible to all the students
5. work in collaboration with the special educator/resource/general teacher

Keeping the above criteria in mind, the department has reviewed the latest NCTE and RCI curriculum framework for PSTE and developed guidelines for making the PSTE in education, special education and physical education, inclusive.

Responsive Teacher Education Programs: Guidelines Towards Inclusive Curriculum B.Ed., B.P.Ed. and B.Ed. (Spl)

The guidelines for making PSTE degree programs inclusive are developed considering the latest curriculum framework developed by NCTE (2014). The guidelines are divided into three parts “General Education”, “Physical Education” and “Special Education”. The sections on general education and physical education are strictly based on the NCTE curriculum framework. Each Section is in harmony with the NCF 2005 for school education prepared by NCERT. The section on special education is in compliance with the RCI curriculum framework for B. Ed (spl).

The various PSTE degree programs and their course structure in brief are mentioned below in the table ---

Table-2: Course Structure of Degree Programs

S. No	Name of the program	Courses
1	B.Sc./ B.A./ B. Ed. (4 years) ¹⁶	<ul style="list-style-type: none"> • Perspectives in education • Curriculum and pedagogic studies • Language and communication and development of self • Practicum and school internship
2	B. Ed (2 years) ¹⁷	<ul style="list-style-type: none"> • Perspectives in education • Curriculum and pedagogic studies • Engagement with the field/practicum • School internship

3	B.Ed. (ODL, 2 years) ¹⁹	Same as B.Ed. 2 years face to face
4	B. Ed. Part time (3 years) ²⁰	Same as B.Ed. 2 years face to face
5	B.P. Ed. (2 years) ¹⁸	<ul style="list-style-type: none"> • Theory courses • Practicum • School internship
6	B.Ed. Spl. Ed. ²¹	<ul style="list-style-type: none"> • Theory: Core courses, Cross Disability & Inclusive Education courses (including optional courses), Disability Specialisation Courses, Enhancing Professional Capacities (EPC) / Professional Development Courses • Practical related to disability • Field Engagement /School Internship

Source: NCTE and RCI

The table indicates that the curriculum of 4 PSTE programs in general education has lot of similarities and they are also identical in their program structure to the PSTE in special education and physical education.

Part A: General Education

The prescribed curriculum for B. Ed. face to face and B. Ed Open and Distance Learning (ODL) and B. Ed part time is identical. The guidelines for general education courses have two sections, Section A, for integrated programs and Section B for B.Ed. The guidelines are strictly based on the norms and standards developed by NCTE, 2014.

The text in *italics* in the section ‘I’ and section ‘II’ below are added by the expert group to the document issued by NCTE

Section I—Integrated Programs

The dual degree programs like B.Sc. / B.A. B. Ed., are popularly known as integrated programs. The NCTE guidelines, published in the Gazette of India: Extraordinary, part III, sec. 4 (2014) for B.Sc B.Ed/B.A. B.Ed. (appendix 13)²⁰ recommends 4 categories of courses vis-a-vis perspective in education, curriculum and pedagogic studies, language and communication & development of self and practicum and school internship. The paragraphs below present the brief analysis and suggestions for making each of these categories of courses, inclusive.

- a. **Perspectives in education** –further divided into 3 subgroups “a –general education, b- education foundations, and c-educational studies”.

The sub group ‘**a--general education**’ aims to equip the student teacher with the basic knowledge and skills required for teaching in the 21st century classroom. The recommended courses include language and communication, critical and creative

thinking, Information and Communication Technology (ICT) for teaching learning, Indian constitution and human rights and environment education.

- *Language and Communication –the course should include issues of multilingualism, mother tongue, medium of instruction, etc. The course could be made inclusive by sensitizing the trainees towards sign language, Braille script and other communication system such as picture exchange, Alternative and Augmentative Communication (AAC), all art forms, ICT based initiatives etc. means of enhancing communication between individuals and groups.*
- *Critical and Creative Thinking - a course on this can be made inclusive by understanding that these skills are important for all including CwD and children belonging to disadvantaged sections of the society. The two life skills can be made an essential part of their daily living skills program, with the help of problem solving and decision making skills. The teacher should encourage children from disadvantaged sections of society to integrate their traditional or practical knowledge with the prescribed curriculum.*
- *ICT for Teaching Learning - ICT can be useful to develop expertise in content, pedagogical aspects and technology among the student teachers to address the different educational needs of the learners. The student teachers may be taught how to use ICT for making their own classes effective and interactive. In the same course the students' teachers may also be encouraged to learn how to meet the special learning needs of students using ICT.*
- *Indian Constitution and Human Rights – this theory course has scope to discuss the provisions rights and scheme related to education of CWSN.*
- *Environment Education – The course should include topics related to sensitization of student teachers towards issues and concerns related to environment. It may also include diverse experiences of learners about their local environment.*

The sub group 'b--**education foundations**' aims at developing perspectives of the student teacher, enable the formation of beliefs regarding educational aims, nature of knowledge, learning and their own role as a teacher. The same can be translated into course curriculum as educational theory, aims of education, developing understanding of Indian society, education in India, the nature of knowledge and knowing, human development with a focus on adolescent, learning theory etc.

- *Educational aims should include identifying and fulfilling the learning needs of all children including CwD and children belonging to the disadvantaged sections of the society.*
- *Dealing with adolescent issues and CWSN should be an essential topic of discussion, requiring student teachers to identify and contrast adolescent issues among the CWSN, non-CwD and children belonging to disadvantaged sections of society.*
- *Sex education is a necessary part of the education for both CWSN and other adolescents, and teacher education must cover this sensitive topic. It may require*

specific interventions for CwD. Pre-service teachers should also be taught ways to detect and report child abuse in sensible and acceptable manner.

- *The course should focus on understanding the diversity among the learners with respect to their abilities, developing design and strategies for inclusive pedagogy.*
- *The course should enable the student teachers to critically reflect upon the place and participation of individuals with disability and individuals belonging to the disadvantaged sections in their community and it should sensitize them towards issues within.*

The sub group ‘c--**educational studies**’ facilitates the learning of key concepts and principles of education related to different aspects of pedagogical knowledge of secondary school teacher that are necessary for effective teaching and reflective practices in schools. The course may cover general pedagogical knowledge areas such as principles and purpose of education, learner and learning, learner diversity, educational contexts, learning assessment, classroom management and general methods of teaching.

- *The course should focus on enabling the student teachers to engage with the diversity among learners and their learning styles as well as construct pedagogies for inclusive classrooms.*
- *The student teachers should be enabled to evolve relevant strategies encouraging participation of all children in an inclusive classroom, such as designing the learning task at multilevel to meet the learning needs of all children.*
- *The student teachers should be enabled to adapt general method of teaching so that each aspect of the curriculum is accessible to all irrespective of the abilities, disabilities and socio economical background of the child.*
- *Developing learner profiles, IEP, cooperative teaching learning etc should also be focused.*
- *The student teachers should be enabled to collaborate with school, other teachers, resource teachers, parents, community etc. through different strategies like Parent Teacher Association (PTA), Mother Teacher Associations (MTA), and School Management Committee (SMC) etc.*

b. Curriculum and Pedagogic Studies--further subdivided into 2 groups ‘a-Pedagogic studies’ and ‘b-Subject Matter Knowledge’.

The subgroup on **pedagogic studies** includes four courses each on mathematics or physical sciences or biology, Indian language, English and social sciences. These courses aim at acquiring critical awareness of subject curriculum, subject –specific pedagogical knowledge, skills and dispositions. “The course also provides opportunities for developing the integrated knowledge of the teacher through experiences of connecting disciplinary knowledge with knowledge about the learner, learning, learning environment, technology and research relating to learning the subject.” (Page 165, part III, block 4 gazette of India: Extraordinary, 2014)

- *The course should enable the student teachers to analyse and adapt subject curriculum according to 'all' learners. They should be able to accommodate curriculum of their subject with respect to diversity among learners and their learning styles.*
- *Subject Specific Pedagogical Knowledge—The student teachers need to be aware of specific pedagogies and its applications in inclusive setup for 'all' learners.*
 - *The course should enable the student teachers to be able to develop IEP's in collaboration with the special educator, parents and children requiring attention.*
 - *The course should enable the student teachers to develop appropriate teaching learning resources (ICT, multimedia, multilevel worksheets etc.), for all children in inclusive setup.*

The subgroup on **subject matter knowledge** deals in teaching of mathematics, physical science and biology in B.Sc B.Ed and teaching English, Indian languages and social science in B.A. B. Ed. These courses have three levels-- core, advanced and supportive.

The subject matter knowledge can be further grouped into

- Mathematics, Biology Indian languages, English
- Physics, Chemistry, Mathematics
- History, Geography, Civics, Economics

The course should empower the student teachers to adopt an interdisciplinary approach to draw linkages across curricular areas making learning experiences meaningful for 'all' learners. Also, they should include experiences of diverse learners during teaching learning process. The course should also encourage student teachers to work in collaboration with parents, special teachers and allied health professionals as and when required.

c. **Language and Communication and Development of Self**—the course aims at developing communicative capabilities in the language to be used as medium of instruction. Focus would be on developing capacities in expressive and receptive domain like listening, speaking, reading, writing and use of ICT, theatre and performing arts.

- *The course should sensitize the student teachers towards alternative means of communication such as sign language, Braille etc.*
- *The course should enable the student teachers to give opportunities/space for learners to express themselves in multiple ways (drawing, theater, sports, craft etc.). For example some students may not like to respond verbally due to some speech problems or shyness. Some may like to use cued speech, some behind the puppets.*
- *The student teachers should be enabled to use ICT to enhance language skills and vocabulary of 'all' learners.*

- *The student teachers should be enabled to understand the role of dance, theater, music and sports etc. in communication and language skills as well as self-development skills of learners and self.*

d. Practicum and School Internship—aimed at developing the understanding of duties as teacher and internalize the good practices.

The course should enable the student teachers to develop inclusive lesson planning and alternate assessment methods for diverse learners.

- *Inclusive teaching learning practices should be adapted to meet the local class situation*
- *Universal Design for Learning(UDL) based lesson planning should be encouraged*
- *Planning and carrying out action research to improve own teaching practice to encourage and enable ‘all’ learners to participate in co-curricular activities in an inclusive set up*
- *The assessment procedures should also be based on principles of UDL*

Section II: B. Ed

Teacher education faces the challenge to ensure that the teachers are provided opportunity to build a wider teaching repertoire that addresses and interrogates the pressure of exclusion that existing within the culture of the schools, by working on the key aspects of the context and content of learning and pedagogy.

The guidelines below suggest the concerns with respect to inclusion in education that need to become essential part of PSTE curriculum. The suggestions provide the needed emphasis on inclusion in education and are spelled following the curriculum framework developed by NCTE in 2014. The curriculum planners and the teacher educators should focus on the issues mentioned against each course. The guidelines are to support and build upon the curricular framework developed by NCTE for two year B.Ed.

Course-01 (Childhood and Growing Up)

The guidelines for this paper should be understood in addition to the text mentioned in the 2 year B. Ed curriculum framework (NCTE) against course 01 on page 7 and 8.

- *The course should enable the student teachers to include CWD while discussing childhood, child development and adolescents in context of diversity and marginalization.*
- *Children develop at different paces. Diversity in children’s developmental domains needs to be recognized with particular reference to CWSN.*
- *Understanding of ‘disability’ as a reality in constructing diverse childhood for CWSN should be given equal emphasis.*
- *Design activities to understand how the social construct of disability influence the lived experiences of the children. For example, student teachers might be encouraged to collect anecdotes related to the same play/toy for Children with and without disabilities.*

Course-02 (Contemporary India and Education)

This course has two prescribed broad themes, (A) diversity, inequality and marginalization in society and (B) the implications for education and policy framework for public education in India.

A. The course should reflect on diversity emerging due to social perspectives and disabilities along with its implications for education.

B. The course should reflect upon status of education policies, legislations, recommendations of various commissions with respect to CWSN.

**Policies from Course-10 may be included here.*

Course-03 (Learning and Teaching)

- *The course should prepare the student teachers to develop understanding of learning needs & learning styles of CWSN also.*
- *The transaction should be extended to include, visit to inclusive and special schools, NGO, Government Organizations related to special and inclusive education. The video of lessons relevant for an inclusive setup should be prepared by considering appropriate incidents of children's participation, both in inclusive and special school setup.*
- *The course should enable the student teachers to ensure optimal learning by focusing on factors related to inclusive classroom.*

Course-04 (Language Across the Curriculum-1/2)

The focus of the course should be extended for sensitizing the student teachers towards developing alternatives, accessible formats of content for CWSN. The student teachers should also understand the issues related with accessibility of language (Total Communication via sign language, Braille language, touch cues, environmental cues, picture/visual strategies, assistive communication devices etc.).

Course-05 (Understanding Disciplines and Subjects)

- *Marginalizing nature of disciplines may be discussed*
- *Evaluation of curriculum, syllabus & textbook through the lens of inclusion. This could be taken as course work/assignment/ project.*

Course-06 (Gender, School and Society)

- *The course should enable the student teachers to analyse the cross cutting issues of gender and disability.*

- *The teacher trainees also need to be assigned about sensitized gender roles which might lead to additional disempowering in the presence of other special needs (double or triple disadvantages)*
- *The course should enable the student teachers to be sensitive towards development of notions of sexuality related to CWSN with specific emphasis on strategies that would enhance their self-concept. The issue of sexual abuse and harassment should also be emphasized.*
- *The course should enable the student teachers to critically analyse the role of media and literature in promoting gender stereotypes, in accordance with the suggested framework. This should also be discussed with reference to people and girls with disabilities and other socio economic disadvantaged groups.*

Course-07 (Pedagogy of a School Subject)

- *The student teachers need to be made aware of specific pedagogies and its applications in inclusive setup for 'all' learners. An emphasis on UDL and differentiated learning approach may be encouraged*
- *The course should enable the student teachers to build linkages between assessment and instructional strategies to address diversity in the inclusive classroom among the learners.*
- *The course should enable the student teachers to integrate the appropriate technology for enhancing the accessibility of curriculum across all the subjects.*
- *This course should encourage team approach or working in collaboration between regular, special teachers and allied health professional, to address the special educational needs due to disabilities*
- *The course should empower student teachers to prepare TLR (Teaching Learning Resources) for inclusive settings.*
- *Development of IEP and Inclusive Lesson Planning should be part of the pedagogy coursework*
- *Case Study, Action Research should also be encouraged as assignments of this course.*

Course-08 (Knowledge and Curriculum)

- *The course should enable the student teachers to understand the process of knowledge acquisition and curriculum development based on (UDL)²²*
- *The scope of this course could be extended to understand education in relation to modern values like equity, equality, individual opportunity & social justice and dignity based on human rights perspective, with special focus on CWSN and inclusive practices.*
- *Analysis of textbooks, children literature and teacher's handbooks from the perspective of inclusion in education, should be taken as project or assignment.*

Course-09 (Assessment for Learning)

- *The course should enable the student teachers to assess the diversity among the learners with respect to their physical, psychological, academic and social needs to ensure their inclusion.*
- *The course should ensure that instructional strategies address specific learning needs of children. Teachers must adopt flexible instructional strategies (multiple choices, collaborative groups, Alternative and Augmentative Communication for children who are non-verbal, multilingual etc.).*

Course-10 (Creating an Inclusive School 1/2)

****Policies from this Course to be shifted to course-2B***

- *The entire course should be enhanced to full course. The weightage should be 100.*
- *The nature and needs of disabilities, psycho-social perspectives of family, community issues and attitude towards CwD should be an integral part of this course*

Course 11: Optional Courses

1. **Vocational/Work Education-** According to the International Labour Organization (ILO), the inclusion of PwD in the workforce represents a very high level of untapped human resources. An ILO pilot study of 10 low and middle-income developing countries found that the loss to gross domestic product (GDP) from the exclusion of persons with disabilities from the labour market is estimated to be between 3 and 7 per cent of GDP (Buckup, 2009) ²³.
 - *Vocational education for all including CWSN.*
 - *The student teacher should be made aware about the vocational need of CWSN.*
 - *Safety measures in different vocations with special reference to CWSN. (on site job training)*
2. **Health and Physical Education**
 - *Health education for all including CWSN.*
 - *Safety, first aid and Emergency care for CWSN.*
 - *Duties and responsibilities of a coach working with CWSN.*
 - *Peer sensitization and support*
3. **Peace Education -**
 - *Need and significance of peace for CWSN*
 - *Understanding peace in the context of CWSN*
 - *Medication, counseling and therapy for peace building among CWSN*
 - *Communication/language for creating peace*
 - *Activities related to removing discrimination and social stigma related to disability and promoting positive attitudes.*
 - *Building sensitivity towards students/persons with disability*

4. **Guidance and Counseling** - Guidance and counseling services are meant to make any individual, including PwD happy, successful and able to adjust within the environment s/he lives
 - *Understanding guidance and counseling needs of PwD to enable them to be productive participants in society*
 - *Significance of Guidance and counseling for CWSN*

5. **Distance Education** - Access to educational opportunities can be enhanced for PwD through optimum utilization of Distance Education. In this regard, opportunities for open and distance learning may provide some solution to the difficulties faced by PwD in accessing information and education. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) emphasizes access to education among other things as an important consideration towards making reasonable accommodation for PwD. Reasonable anticipatory accommodations - modifications or adjustments to the tasks, and the environment that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job (U.S. Department of Education, 2007) ²⁴ are important.
 - *Addressing accessibility issues for CWSN*
 - *Optimum utilization of available resources*
 - *Understanding the concept of creating all-inclusive Knowledge Societies*
 - *Making distance learning barrier free for persons with disabilities*
 - *Support services*

6. **Environmental Education** - “There is no doubt in our minds that people with [a disability], who are the poorest of the poor, are the most vulnerable when it comes to climate change.” [Savina, 2007]²⁵. A sustainable society is a society —in which each human being has the opportunity to develop itself in freedom, within a well-balanced society and in harmony with its surroundings [Kerk and Manuel, 2008] ²⁶.
 - *Exposure of all learners, including CWSN, to nature and the world beyond the classroom*
 - *Inclusion of PwD in Education for Sustainable Development (ESD)*

7. **Value Education**
 - *Development of positive attitude, respect, love, acceptance for CWSN*
 - *Empowering PwD through value education*

Course EPC 1: Reading and Reflecting on Texts

- *The course should encourage reflecting not only on the context(social, historical) of reading but also relating the same with their own experiences and finding how the context will alter in case of CwD and disadvantages.*

- *Autobiographical narratives of PwD and disadvantages, parents, community members, teachers and other professionals with opportunities of addressing and observing the life of PwD and disadvantages should find their due place in the list of readings.*
- *Sugama Bharat Abhiyaan, Swachh Bharat Mission, Achievements of Indian and international Para athletes, Ek Bharat Shreshtha Bharat, reflecting on the prejudices, stereotypes and discriminations in various texts.*
- *One assignment or project report should primarily focus upon the readings related to issues of disabilities and disadvantages*

Course EPC 2: Drama and Art in Education

- *The course should prepare student teachers for better social inclusion of CwD and those coming from disadvantaged sections of society, through theatre and art activities*
- *The course can be used to not only highlight the achievements of marginalized and PwD but also to critically reflect their portrayal in various art forms and drama*
- *Drama and art activities may facilitate creating awareness and sensitivity towards the realities of daily life of CwD and those coming from disadvantaged sections of society. Say for example self-introduction without speaking, participating in group discussion with ear plugs, speaking in particular dialect etc.*

Course EPC 3: Critical Understanding of ICT

- *ICT should be explored for facilitating access, retention and progression of CWSN, by providing appropriate learning/academic support either in group or individual basis*
- *Utilization of ICT for optimizing communication with children who require additional support for self-expression and communication due to disabilities or disadvantages or other personal attributes*
- *Implementation of individualized/differentiated instructions in effective manner by optimum utilization of ICT*
- *Acquire skills related to appropriate applications of ICT to facilitate record keeping about overall progress of CWSN*

Course EPC 4: Understanding the Self

- *Identification and reflections of biases and prejudices, regarding gender issues, special educational needs arising due to disabilities and marginalization, existing within the student teacher him/herself*
- *Discussions and debates focusing on multiple dimensions of self, exploring self-potential and other related issues*

School Internship Framework and Guidelines-- NCTE 2016

The Gazette of India, 2014¹⁷ have suggested 20 weeks internship/school engagement, for PSTE programs at elementary and secondary level with the aim of providing experiences of all

activities and programs of school to student teachers. The twenty weeks are further split in to, two chunks of 4 weeks and 16 weeks, wherein 4 weeks mainly attempt to familiarize student teachers with the schools and its day to day functioning. The 16 weeks engagement with school in second year for two year program and in second third and fourth year of 4 year integrated programs is further sub-divided into 14 weeks student teaching and 4 weeks of engagement with community, other than the school.

Under the title “Principles of Organization of Internship”, NCTE has advocated student teaching/internship in diverse context by placing students for 80% time in government schools and 20% time in private schools. *Diverse context would be truly justified by placing students in inclusive education settings and encouraging student teachers to plan for teaching learning in inclusive settings, having CwD. It is desirable that, minimum of two lesson plans be developed and implemented in collaboration with special teachers.*

Section 5 of the “School Internship Framework and Guidelines-- NCTE 2016” provides details of the student teacher’s task during internship.²⁷

Planning, preparing and teaching in inclusive education settings should also be included to the list of student teacher’s tasks. Student teacher’s should be encouraged to work in collaboration with parents of CWSN, regular subject teacher and special teachers already working in the school.

Student teachers may also visit inclusive and special schools. Opportunities should be created for interaction between students pursuing pre-service education in special education, physical education and education. This may facilitate culture of collaboration among the three dimensions of teacher education.

Part B: Physical Education

NCTE Norms and Standards for B. P. Ed.

- a) Theory courses –perspectives in Physical education (PE), curriculum and sports, games pedagogy. Ist year courses history, principles and foundations of PE, anatomy and physiology, health education and environmental studies, yoga education, educational technology, methods of teaching, organization and administration, sports training, computer applications, theory of sports and games, officiating and coaching IInd year-- contemporary issue in PE-fitness, wellness, Olympic movement, nutrition and weight management, sports psychology and sociology, kinesiology and biomechanics, sports medicine, physiotherapy and rehabilitation, measurement and evaluation, sports management and curriculum design, research and statistics, research project.
- b) Practicum—aimed at acquiring skills, proficiencies and competencies in various games, sports and physical activities suitable for “all” school children in track and field, swimming, gymnastics, yoga, aerobics, racket sports, ball games, team games, combative sports, recreational /minor games like relay races, small area games, lead up games,

indigenous sports like kabaddi, kho kho; activities of national importance like flag hoisting, march past, ceremonies-opening and closing, investiture ceremony, victory ceremony; camping/picnic/hiking/trekking; mass demonstration activities like lezium, dumb bell and other such activities.

- c) School internship—a minimum of 30 lessons out of which 20 shall be in schools (*of these at least 2 lessons shall be in special schools or in such schools, which have enrolled CwD or in schools in difficult areas with very limited facilities and infrastructure*) and 10 shall be coaching lessons in the college/institution/department.

All the words in *italics* in the section ‘C’ above and also in the paragraphs below are added by the expert group to the document issued by NCTE. Similarly all the words or additions in *italics*, in the table below has been added by the expert group, so that the PSTE degree program in PE may prepare PE teachers to work in inclusive education settings.

<u>Original Content</u>	<u>Proposed Changes</u>
CC 101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION	
Unit – 1: Introduction <ul style="list-style-type: none"> • Meaning, Definition and Scope of Physical Education • Aims and Objective of Physical Education • Importance of Physical Education in present era. • Misconceptions about Physical Education. • Relationship of Physical Education with General Education. • Physical Education as an Art and Science. 	<ul style="list-style-type: none"> • <i>Addition of Meaning and concept of Inclusive Education</i> • <i>Relationship of P E with General Education in the context of NCF 2005 and other developments in Indian Education</i>
Unit- 2 – Historical Development of Physical Education in India <ul style="list-style-type: none"> • Indus Valley Civilization Period. (3250 BC – 2500 BC) • Vedic Period (2500 BC – 600 BC) • Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD) • Medieval Period (1000 AD – 1757 AD) • British Period (Before 1947) • Physical Education in India (After 1947) • Contribution of Akhadas and 	<ul style="list-style-type: none"> • <i>Special Olympics and Paralympics and their contributions may be included</i>

<p>Vyayamshals</p> <ul style="list-style-type: none"> • Y.M.C.A. and its contributions. 	
<p>Unit-4- Principles of Physical Education</p> <p><i>Biological</i></p> <ul style="list-style-type: none"> • Growth and development • Age and gender characteristics • Body Types • Anthropometric differences <p><i>Psychological</i></p> <ul style="list-style-type: none"> • Learning types, learning curve • Laws and principles of learning • Attitude, interest, cognition, emotions and sentiments <p><i>Sociological</i></p> <ul style="list-style-type: none"> • Society and culture • Social acceptance and recognition • Leadership • Social integration and cohesiveness 	<ul style="list-style-type: none"> • <i>Biological Aspect: Growth and Development in the context of gender and special needs</i> • <i>Psychological barriers to learning for CWSN can be added to psychological aspects of learning</i> • <i>The discussion on psychomotor domain should also be part of this unit</i> • <i>Sociological- Social integration and cohesiveness may be replaced by Social inclusion and cohesiveness</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Gather information about two famous athletes with disabilities using biographical accounts and anecdotal evidence and discuss the challenges faced by them.</i> • <i>Interview PE teachers teaching in nearby regular schools about psycho-social barriers in the inclusion of CWSN in PE classes.</i> 	
<p>CC 102 ANATOMY AND PHYSIOLOGY</p>	
<p>UNIT-I</p> <ul style="list-style-type: none"> • Brief Introduction of Anatomy and physiology in the field of Physical Education. 	

<ul style="list-style-type: none"> • Introduction of Cell and Tissue. • The arrangement of the skeleton – Function - of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types • Gender differences in the skeleton. • Types of muscles. 	<ul style="list-style-type: none"> • <i>Conceptual Understanding of and Differences between Impairment, Disability and Handicap (ICIDH 1980 and ICF 2001) may be included</i>
<p>UNIT-IV</p> <ul style="list-style-type: none"> • Effect of exercise and training on cardiovascular system. • Effect of exercise and training on respiratory system. • Effect of exercise and training on muscular system • Physiological concept of physical fitness, warming up, conditioning and fatigue. • Basic concept of balanced diet – Diet before, during and after competition. 	<ul style="list-style-type: none"> • <i>Health implications and Implications of exercise on PwD (as defined in RPwD 2016) may be included</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Create a picture-based chart of the anatomical and physiological problems faced by any one disability condition mentioned in RPwD Act2016 and the modifications thereof. Suggest a PE activity for a person with this disability and deprived section.</i> • <i>Prepare case study of any sportspersons with disabilities</i> 	
<p>CC-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES</p>	
<p>Unit – I Health Education</p> <ul style="list-style-type: none"> • Concept, Dimensions, Spectrum and Determinants of Health • Definition of Health, Health Education, Health Instruction, Health Supervision • Aim, Objectives and Principles of Health Education • Health Service and guidance instruction in personal hygiene 	<ul style="list-style-type: none"> • <i>Aim, objectives and principles of health education may be changed as Aim, objectives and principles of health education for all (including CWSN)</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Design an information guide for safety, first aid and emergency care for “all” in schools with special reference to CWSN.</i> 	
<p>EC 101 OLYMPIC MOVEMENT (Elective)</p>	
<p>Unit – III Different Olympic Games</p> <ul style="list-style-type: none"> • Para Olympic Games • Summer Olympics • Winter Olympics 	<ul style="list-style-type: none"> • <i>Special Olympics can be included</i>

<ul style="list-style-type: none"> Youth Olympic Games 	
<p>Assignment:</p> <ul style="list-style-type: none"> Collect data and reflect about any one Para-Olympic/Special Olympic event/sport recognized by the International Olympic Committee. Compare it with its Olympic counterpart. Undertake a case study of a celebrated Para-Olympic/Special Olympic athlete based on their interviews on the internet and discuss the role of their coaches and physical educators in their success. This activity must be done in groups of four. 	
<p>EC 102 OFFICIATING AND COACHING (Elective)</p>	
<p>Unit- I: Introduction of officiating and coaching</p> <ul style="list-style-type: none"> Concept of officiating and coaching. Importance and principles of officiating. Relation of official and coach with management, players and spectators. Measures of improving the standards of officiating and coaching. 	<ul style="list-style-type: none"> Coach training programmes for Special Olympics can be included Orientation of a coach regarding his/her responsibilities and duties while working in inclusive settings should be included in this unit.
<p>Assignment:</p> <ul style="list-style-type: none"> Create Signals and Movements picture chart for any one adapted sport. Work in groups to discuss your role as mentor of a special athlete to develop his/her self-esteem and self-confidence through sports. 	
<p>CS 201 YOGA EDUCATION</p>	
<p>Unit – I: Introduction</p> <ul style="list-style-type: none"> Meaning and Definition of Yoga Aims and Objectives of Yoga Yoga in Early Upanishads The Yoga Sutra: General Consideration Need and Importance of Yoga in Physical Education and Sports 	<ul style="list-style-type: none"> Need and Importance of Yoga in PE & Sports can be renamed as Need and Importance of Yoga in PE and Sports for “all” including CWSN studying in inclusive settings Influence of relaxative, meditative posture on various systems of body should be included along with, their role in improving physical and mental health of persons with disabilities
<p>Unit - III Asanas</p> <ul style="list-style-type: none"> Effect of Asanas and Pranayama on various system of the body Classification of asanas with special reference to physical education and sports Influences of relaxative, meditative posture on various system of the body 	<ul style="list-style-type: none"> Techniques for Teaching Yoga in inclusive settings should be included.

<ul style="list-style-type: none"> • Types of Bandhas and mudras • Type of kriyas 	
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Prepare list of Yogic Asanas with necessary precautions that may be beneficial for a specific category of CWSN.</i> 	
<p>CC-202 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION</p>	
<p>Unit – I Introduction</p> <ul style="list-style-type: none"> • Education and Education Technology- Meaning and Definitions • Types of Education- Formal, Informal and Non- Formal education. • Educative Process • Importance of Devices and Methods of Teaching. 	<ul style="list-style-type: none"> • <i>Importance of devices and Methods of teaching should be changed as Importance of devices and Methods of teaching in the Inclusive setup</i>
<p>Unit – II Teaching Technique</p> <ul style="list-style-type: none"> • Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc. • Teaching Procedure – Whole method, whole – part – whole method, part – whole method. • Presentation Technique – Personal and technical preparation • Command- Meaning, Types and its uses in different situations. 	<ul style="list-style-type: none"> • <i>Add to Unit 2 Teaching Technique – Peer support for effective learning in inclusive settings</i>
<p>Unit – III Teaching Aids</p> <ul style="list-style-type: none"> • Teaching Aids – Meaning, Importance and criteria for selecting teaching aids. • Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc • Team Teaching – Meaning, Principles and advantage of team teaching. • Difference between Teaching Methods and Teaching Aid. 	<ul style="list-style-type: none"> • <i>Teaching Aids- Meaning, Importance and criteria for selecting teaching aids may be changes as Teaching Aids- Meaning, Importance and criteria for selecting need based teaching aids.</i>

<p>Unit – IV Lesson Planning and Teaching Innovations</p> <ul style="list-style-type: none"> • Lesson Planning – Meaning, Type and principles of lesson plan. • General and specific lesson plan. • Micro Teaching – Meaning, Types and steps of micro teaching. • Simulation Teaching - Meaning, Types and steps of simulation teaching. 	<ul style="list-style-type: none"> • <i>General and specific lesson plan may be changed as General, specific and inclusive lesson plan.</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Develop need based lesson plan for inclusive settings</i> 	
<p>CC-203 ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION</p>	
<p>Unit-III: Facilities, & Time-Table Management</p> <ul style="list-style-type: none"> • Facilities and equipment management: Types of facilities Infrastructure-indoor, out door. • Care of school building, Gymnasium, swimming pool, Play fields, Play grounds • Equipment: Need, importance, purchase, care and maintenance. • Time Table Management: Meaning, Need, Importance and Factor affecting time table. 	<ul style="list-style-type: none"> • <i>Facilities and equipment management: Types of facilities Infrastructure-indoor, out-door can be followed by another point, Inclusive Facilities and accessible equipment: Barrier free environment and Universal Design</i> • <i>Equipment: Need, importance, purchase, care and maintenance of sports equipment including adapted Equipment</i> • <i>Modifying the sports equipment as per identified needs of CWSN in inclusive setup.</i>
<p>Unit-IV: Competition Organization</p> <ul style="list-style-type: none"> • Importance of Tournament, • Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament. • Organization structure of Athletic Meet Sports Event Intramurals & Extramural Tournament planning 	<ul style="list-style-type: none"> • <i>Title of Unit 4 i.e. Competition Organization may be changed as Competition Organization for “all”</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Develop a blue print for organising competitions for CWSN.</i> 	

EC 201 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS (ELECTIVE)	
Unit – I Concept of Physical Education and Fitness <ul style="list-style-type: none"> • Definition, Aims and Objectives of Physical Education, fitness and Wellness • Importance and Scope of fitness and wellness • Modern concept of Physical fitness and Wellness • Physical Education and its Relevance in Inter Disciplinary Context. 	<ul style="list-style-type: none"> • <i>Definition, Aims and Objectives of PE, fitness and wellness may be changed as Definition, Aims and Objectives of PE, fitness and wellness for all.</i>
Unit – II Fitness, Wellness and Lifestyle <ul style="list-style-type: none"> • Fitness- Types of Fitness and components of Fitness • Understanding of Wellness • Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management • Physical Activity and Health Benefits 	<ul style="list-style-type: none"> • <i>Physical Activity and Health Benefits may be changed as Physical Activity and Health Benefits for all, including CWSN in inclusive settings.</i>
Unit – III Principles of Exercise Program <ul style="list-style-type: none"> • Means of Fitness development – aerobic and anaerobic exercises • Exercises and Heart rate Zones for various aerobic exercise intensities • Concept of free weight Vs Machine, Sets and Repetition etc • Concept of designing different fitness training program for different age group. 	<ul style="list-style-type: none"> • <i>Concept of designing different fitness training programme for different age group should be changed as Concept of designing different fitness training programme for different age group keeping in mind diverse needs.</i>
Unit – IV Safety Education and Fitness Promotion <ul style="list-style-type: none"> • Health and Safety in Daily Life • First Aid and Emergency Care • Common Injuries and their Management • Modern Life Style and Hypo-kinetic Disease –Prevention and Management 	<ul style="list-style-type: none"> • <i>Title i.e. Safety Education and Fitness Promotion should be changed as Safety Education and Fitness Promotion for “all”.</i>
Assignment: <ul style="list-style-type: none"> • <i>Design a fitness programme for CWSN that maximizes their participation in PE</i> 	
EC-202 SPORTS NUTRITION AND WEIGHT MANAGEMENT (ELECTIVE)	

<p>Unit – IV Steps of planning of Weight Management</p> <ul style="list-style-type: none"> • Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight • Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle • Weight management program for sporty child, Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss 	<ul style="list-style-type: none"> • <i>Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle should be changed as Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle (Multi-cultural Perspective)</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Design a diet plan and exercise schedule for an athlete (CWSN) from your region that will aid them in maintaining a healthy lifestyle.</i> • Case Study of CWSN/PwD having lifestyle disorder. 	
<p>CC-301 SPORTS TRAINING</p>	
<p>Unit – IV Training programming and planning</p> <ul style="list-style-type: none"> • Periodization – Meaning and types of Periodization • Aim and Content of Periods – Preparatory, Competition, Transitional etc. • Planning – Training session • Talent Identification and Development 	<ul style="list-style-type: none"> • <i>Talent identification and Development should be changed as Talent identification and Development for all including CWSN.</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Create basic guidelines for sports training. Revise it to prepare personalised sports training guidelines with respect to different types of learners (gifted and talented, other children with disabilities)</i> 	
<p>CC-302 COMPUTER APPLICATIONS AND PHYSICAL EDUCATION</p>	
<p>Unit – I: Introduction to Computer</p> <ul style="list-style-type: none"> • Meaning, need and importance of ICT. Application of Computers in Physical Education • Components of computer, input and output device • Application software used in Physical Education and sports 	<ul style="list-style-type: none"> • <i>Application of Computers in PE should be include accessibility for PwD (such as Audio announcement of score board, etc.).</i> • <i>Application software used in PE and sports should be changed as Application software used in PE and sports for enhancing accessibility.</i>

<p>Unit – IV: MS Power Point</p> <ul style="list-style-type: none"> • Introduction to MS Power Point • Creating, saving and opening a ppt. file • format and editing features slide show , design , inserting slide number • picture ,graph ,table • Preparation of Power point presentations 	<ul style="list-style-type: none"> • <i>Preparation of Power point presentations should be changed as preparation of accessible Power point presentations.</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Prepare a multimedia presentation on use of ICT technology in PE and Sports for General/CWSN</i> • <i>Gather information on the use of assistive technology in inclusive settings.</i> 	
<p>CC-303 SPORTS PSYCHOLOGY AND SOCIOLOGY</p>	
<p>Unit -I: Introduction</p> <ul style="list-style-type: none"> • Meaning, Importance and scope of Educational and Sports Psychology • General characteristics of Various Stages of growth and development • Types and nature of individual differences; Factors responsible – Heredity And environment • Psycho-sociological aspects of Human behavior in relation to physical education and sports 	<ul style="list-style-type: none"> • <i>Management of behaviour: Mind Set and Attitudinal Change toward CWSN should be added to this unit.</i> • <i>Types and nature of individual differences: Factors responsible- Heredity and environment should be changed as Types and nature of individual differences: Factors responsible- Heredity, environment and diversity (disability and social factors)</i> • <i>Psycho-sociological aspects of human behaviour in relation to PE and sports can be revised to Psycho-sociological aspects of human behaviour in the inclusive setup in relation to PE and sports</i>
<p>Unit-III: Relation between Social Science and Physical Education.</p> <ul style="list-style-type: none"> • Orthodoxy, customs, Tradition and Physical Education. • Festivals and Physical Education. • Socialization through Physical Education. • Social Group life, Social conglomeration and Social group, Primary group and Remote group. 	<ul style="list-style-type: none"> • <i>Socialization through PE should be changed as Socialization through PE promoting interaction among CWSN and non-CWSN.</i>

<p>Unit IV Culture: Meaning and Importance.</p> <ul style="list-style-type: none"> • Features of culture, • Importance of culture. • Effects of culture on people life style. • Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method 	<ul style="list-style-type: none"> • <i>Socio-economic and cultural diversity in PE & Sports should be added.</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Prepare brief write up about role of physical educators in inclusive setting, highlighting the perceived changes in role due to presence of CWSN</i> 	
<p>EC-301 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)</p>	
<p>Unit-I: - Sports Medicine:</p> <ul style="list-style-type: none"> • Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance. • Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches. • Need and Importance of the study of sports injuries in the field of Physical Education • Prevention of injuries in sports – Common sports injuries – Diagnosis – • First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture –Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports. 	<ul style="list-style-type: none"> • <i>Management and first aid for epilepsy should be added in the First Aid.</i>
<p>Unit-II: Physiotherapy</p> <ul style="list-style-type: none"> • Definition – Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays. 	<ul style="list-style-type: none"> • <i>Occupational therapy and sensory integration should be added</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Collect information related to therapeutic modalities of your choice and submit the report prepared</i> 	
<p>EC-302 CURRICULUM DESIGN (Elective)</p>	

<p>UNIT-III Curriculum-Old and new concepts, Mechanics of curriculum planning.</p> <ul style="list-style-type: none"> • Basic principles of curriculum construction. • Curriculum Design, Meaning, Importance and factors affecting curriculum design. • Principles of Curriculum design according to the needs of the students and state and national level policies. • Role of Teachers 	<ul style="list-style-type: none"> • <i>Life skills accommodating CWSN should be added.</i> • <i>Role of teachers should be changed to Role of teachers in inclusive classes.</i>
<p>UNIT-IV Under-graduate preparation of professional preparation.</p> <ul style="list-style-type: none"> • Areas of Health education, Physical education and Recreation. • Curriculum design-Experience of Education, Field and Laboratory. • Teaching practice. • Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities. 	<ul style="list-style-type: none"> • <i>Curriculum design- Experience of Education, Field and Laboratory should be changed as Curriculum design-Differentiated instructions, Universal Design for Learning (UDL), Experience of Education, Field and Laboratory</i> • <i>Teaching practice should be changed to Teaching practice in Inclusive schools</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>After surveying the facilities and infrastructure of your own institute, prepare a report on its accessibility to CWSN.</i> 	
<p>CC-401 MEASUREMENT AND EVALUATION IN PE</p>	
<p>Unit- I Introduction to Test & Measurement & Evaluation</p> <ul style="list-style-type: none"> • Meaning of Test & Measurement & Evaluation in Physical Education • Need & Importance of Test & Measurement & Evaluation in Physical Education • Principles of Evaluation 	<ul style="list-style-type: none"> • <i>Need & Importance of Test & Measurement & Evaluation in PE should be revised to Need & Importance of Test & Measurement & Evaluation in PE for accommodating CWSN</i>
<p>Unit- IV Sports Skill Tests</p> <ul style="list-style-type: none"> • Lockhart and McPherson badminton test • Johnson basketball test • McDonald soccer test • S.A.I volleyball test • S.A.I Hockey test 	<ul style="list-style-type: none"> • <i>Special Olympics- Division test should be added</i>

Assignment:	
<ul style="list-style-type: none"> Group work: Examine existing physical fitness tests and with respect to <u>any one</u> such test in your syllabus, suggest appropriate modifications to accommodate CWSN. 	
CC-402 KINESIOLOGY AND BIOMECHANICS	
Unit – II Fundamental Concept of Anatomy and Physiology <ul style="list-style-type: none"> Classification of Joints and Muscles Types of Muscle Contractions Posture – Meaning, Types and Importance of good posture. Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation 	<ul style="list-style-type: none"> Posture – Meaning, Types and Importance of good posture should be changed as Posture – Meaning, Types and Importance of good posture, Prevention of postural deformity and maintenance of appropriate posture for CWSN and Non-CWSN.
Assignment:	
<ul style="list-style-type: none"> Design a basic experiment that uses the principles of kinesiology and biomechanics to increase the educability of CWSN with respect to PE. 	
CC-403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION	
Unit-I Introduction to Research <ul style="list-style-type: none"> Definition of Research Need and importance of Research in Physical Education and Sports. Scope of Research in Physical Education & Sports. Classification of Research Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations. 	<ul style="list-style-type: none"> Scope of Research in PE & Sports should be changed as Scope of Research in PE & Sports in the inclusive education setup.
Assignment:	
<ul style="list-style-type: none"> Review available literature related with historical development of the concept of inclusion and adapted PE. Prepare a report discussing how these are significant in your future role as a PE teacher. Collect the opinion of your peers and PE teachers (at least 5) about including CWSN in sports. Prepare report 	
EC-401 THEORY OF SPORTS AND GAMES (ELECTIVE)	
General Introduction of specialized games and sports–	

<ul style="list-style-type: none"> • Athletics, • Badminton, • Basketball, • Cricket, • Football, • Gymnastic, • Hockey, • Handball, • Kabaddi, • Kho-Kho, • Tennis, • Volleyball and • Yoga. <p>Each game or sports to be dealt under the following heads</p> <ul style="list-style-type: none"> • History and development of the Game and Sports • Ground preparation, dimensions and marking • Standard equipment and their specifications • Ethics of sports and sportsmanship 	<ul style="list-style-type: none"> • <i>Special Olympic and Para-Olympic Sports should be added as a topic</i> • <i>Care and sensitization about the needs of PwD students should be discussed.</i> • <i>Improvisation of games for providing participation opportunities to CWSN should be added to this unit</i>
<p>UNIT-III Physical fitness components: (particular sports and game specific)</p> <ul style="list-style-type: none"> • Speed and its types • Strength and its types • Endurance and its types • Flexibility and its types • Coordinative ability and its types • Training methods: - Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek /speed play and weight training) 	<ul style="list-style-type: none"> • <i>Training Methods – Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training) should be revised to Training Methods – Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training)with appropriate adaptations for CWSN in inclusive settings.</i>
<p>UNIT-IV Conditioning exercises and warming up.</p> <ul style="list-style-type: none"> • Concept of Conditioning and warming up. 	<ul style="list-style-type: none"> • <i>Recreational and lead up games should be changed as Inclusive Recreational and Lead up games.</i>

<ul style="list-style-type: none"> • Role of weight training in games and sports. • Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition). • Recreational and Lead up games • Strategy – Offence and defense, Principles of offence and defense. 	<ul style="list-style-type: none"> • <i>Concept of resistance training for CWSN should be added.</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>In small groups, discuss ethics of sports and sportsmanship through the lens of adapted PE. Prepare and present the report</i> 	
<p>EC-402 SPORTS MANAGEMENT</p>	
<p>Unit-I</p> <ul style="list-style-type: none"> • Nature and Concept of Sports Management. • Progressive concept of Sports management. • The purpose and scope of Sports Management. • Essential skills of Sports Management. • Qualities and competencies required for the Sports Manager. • Event Management in physical education and sports. 	<ul style="list-style-type: none"> • <i>Qualities and competencies required for the Sports Manager should be revised to Qualities and competencies required for the Sports Manager in the Inclusive Setup</i> • <i>Event Management in PE and Sports should be revised to Event Management in PE and Sports in the Inclusive Setup</i>
<p>Assignment:</p> <ul style="list-style-type: none"> • <i>Organise and Prepare a report on required modifications that need to be planned and executed to ensure equal participation and accessibility in any sports event.</i> • <i>Prepare a comprehensive proposal for organizing a sports event at school level, with active collaboration of all the staff members (academic, non-academic, administrative, support etc.)</i> 	

Part C: Special Education

The PSTE in special education, under the purview of Rehabilitation Council of India (RCI) aims to develop a task force of special educators who can deliver the best in all settings, inclusive, special, open or home based and in all the roles; classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitator.

To fulfil the global objective of ‘Education For All’, inclusion occupies central place in contemporary educational stage and hence the role of special and general teachers needs to be operationalized systematically. To give the PSTE degree program more pragmatic relevance,

issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious considerations, so that the opportunities for a separated general and special education would initiate more bilateral collaborations with each other. A student teacher would need skills to develop a basic understanding of Pedagogical Content Knowledge (PCK) as well as to act as a change agent, work in collaboration, communication and time management skills. Since cross disability expertise is more relevant within the framework of inclusion, a teacher would need to have a basic understanding of various disabilities.

Instead of providing the course wise suggestions for making PSTE in special education inclusive, the expert group decided to consider each point of the five point criterion devised by DEGSN NCERT for inclusive PSTE and discuss how the curriculum in special education is satisfying the criterion and in case if not then what more needs to be added. This was done under the assumption that the new curriculum framework has sufficient inputs to prepare the teachers for working in inclusive settings and to meet the demands of inclusion in education.

In the paragraphs below the text in bold + *italics* is added by the expert group to the document issued by NCTE.

Criterion Point 1:

a) Is the program preparing teacher to identify the learning needs of students arising due to disabilities, gender, social and economic disadvantages?

The expert group found a number of courses from the curriculum framework of RCI for B. Ed. Special education, which is aiming to build the knowledge and skills desired by the criterion point 1, among the student teachers. The details are ---

1. Course Code:A2 –CONTEMPORARY INDIA AND EDUCATION

- Unit-2: Comprises ‘Understanding Diversity’ in context to Gender, Linguistic, Cultural, socio-economic, and Disability, which addresses their diverse learning needs.
- Unit-3: Comprises ‘Contemporary Issues and Concerns’ focusing on quality and equity issues w. r. t. girl child, weaker sections, and disabled.
- Unit-4: Comprises ‘Education Commissions and Policy’ talks about provisions and policies w.r.t. general and special needs people.
- Unit-5: Comprises ‘Issues and Trends in Education’ focuses on Inclusive education, language issues and community participation.
- Practicum: includes activities based on Conflicts and Social movements in India: Women, Dalit and SC/ST, Tribal and Disabled; First Generation Learners; Children with disabilities; Linguistic and religious diversity; Human rights and Minority Rights; Special and Inclusive Schools.

2. Course Code A3: LEARNING, TEACHING AND ASSESSMENT

- Focuses on PwD as learners and their special education need that teacher should address in diverse education settings.

- Practicum: Based on the activities such as reporting individual differences among learners.
3. Course Code A4 and A5: PEDAGOGY OF TEACHING DIFFERENT SUBJECTS
 - Focuses on pedagogy, nature, and significance of various subjects which includes planning for instructions as well as learning resources w.r.t. to the CwD.
 - Practicum: Include action research plan; multimedia presentations on teaching different subjects to CwD; adapting teaching learning materials for different disability groups.
 4. Course Code B6: INCLUSIVE EDUCATION
 - Emphasizes on marginalization/inclusion and changing practices in education for different disability group.
 - Deals with the issues of access, equity, equality, relevance, participation, and empowerment and other diversity issues in the classroom i.e. learning styles, linguistics and socio-cultural multiplicity.
 - Practicum: Visiting inclusive schools and preparing a Report.
 5. Course Code B10(A): GUIDANCE AND COUNSELLING
 - Deals with role of teacher in counseling special needs children; current status of guidance and counseling with reference to inclusive set-up.
 - Practicum: Selected cases with specific problems.
 6. Course Code B10(B):EARLY CHILDHOOD CARE AND EDUCATION
 - Focuses on service delivery models and importance of Universal Design of Learning (UDL); Practices for inclusive early childhood care (ECE) program adaptations, engagements with typical children.
 - Practicum: Creating teaching learning materials for children in inclusive ECE programmes

The practicum should also include minimum five days observations in an ECE center and identifying the practices of inclusion and exclusion. The students should prepare report providing suggestions for modifying existing practices to make the center inclusive.

7. Course Code B10(C): APPLIED BEHAVIOUR ANALYSIS(ABA)
 - Deals with managing challenging behavior
 - Practicum: Developing of ABA programme for managing challenging behavior.

Prepare a list of various techniques, used for behavior modification of children with and without disabilities.

8. Course Code B10(D):COMMUNITY BASED REHABILITATION(CBR)

- Provides scope for inclusion of CBR policies and programmes; Family counseling and family support groups; skill training for living within community.
- Practicum: Organising community awareness programmes; conducting focus groups discussions on selected disability issues with school/college students.

Identify the issues related to CBR of marginalized/disadvantaged members of the community and accordingly prepare the report

9. Course Code B10(E): APPLICATION OF ICT IN CLASSROOM

- Intends to orient the learners to understand the scope and application of ICT for students with different learning needs.
- Practicum: Identifying and applying software for managing disability specific problems.

To prepare short videos, audios, work sheets using ICT for inclusive classrooms

10. Course Code B10(F): GENDER AND DISABILITY

- Explains the impact of gender and disability, personal and demographic perspective; understanding human rights approach; issues related to women and girl child with disability.
- Practicum: Includes studying the case of a woman with disability; review selected papers authored by a disabled woman: conduct a gender analysis of a selected disability Act or policy.

11. Course Code B11(F): VOCATIONAL TRAINING, TRANSITION AND JOB PLACEMENT

- Deals with understanding of vocational education and its relevance for persons with disabilities; facilitates choice of vocational trades among persons with disabilities and also in transition from school to work site.
- Practicum: Developing curriculum on any vocational skill; Visiting any vocational institute.

Prepare a report on generic and specific need related to various vocations and to match them with the abilities/strengths of CWSN

Criterion point 2:

b) Is the program preparing student teachers to modify the teaching learning activities based on the identified needs of the students?

The focus of B.Ed. Special Education programme is primarily on the learning and teaching CwD children with disability. Since disability is a cross cutting issue there is ample scope in the curriculum to deal with the issues of gender, social and economic disadvantages. Course A4 and A5 deal with pedagogical concerns of various subjects, the cross disability courses like B7, B8 and B9 emphasizes appropriate modifications in pedagogic practices for

addressing the needs of various categories of disabilities. Course wise analysis of the programme:

1) Course Code B7:INTRODUCTION TO SENSORY DISABILITIES

- Emphasize issues and ways to address challenges in educating students with hearing loss, visual impairment and low vision
- Explains the impact of deaf blindness and practices for functional development
- Deals with the educational implications of various sensory disabilities.
- Practicum: Journal based on education of children with sensory disabilities;
- Developing checklist for screening children with sensory disabilities.

Prepare appropriate guidelines for adapting teaching learning practices in an inclusive classroom to address the needs of children with sensory disability

2) Course Code B8: INTRODUCTION TO NEURO-DEVELOPMENTAL DISABILITIES

- Emphasizes on identification, development and application of intervention strategies for functional academics, independent living, social skills, life skills, vocational training and career opportunities.
- Practicum: Develop teacher made assessment tools for learning disability, intellectually disability, and autism spectrum disorder (ASD); plan education programme on the basis of assessment report.

Prepare appropriate guidelines for adapting teaching learning practices in an inclusive classroom to address the needs of children with neuro-developmental disability

3) Course Code B9: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

- Emphasizes on planning effective educational programmes for creating awareness for the persons with loco motor and multiple disabilities.
- Deals with Planning of effective therapeutic programme and referral services for medical interventions
- Practicum: Intervention plan for multiple disabilities, Identifying cerebral palsy child, and planning daily living skills.

This course should prepare teachers for suggesting infrastructural and pedagogic modifications based on the identified needs of children with loco-motor disabilities.

4) Course Code C: DISABILITY SPECIALIZATION COURSES

Area C of the curriculum deals with the specialization papers for different disability groups i.e. ASD/LD/HI/MD/VI/ID. The student teachers are required to do an in-depth study in their area of specialization. The area C is divided into following courses:

- Course Code C13: CURRICULUM DESIGNING, ADAPTATIONS AND EVALUATION
- Course Code C14: TEACHING APPROACHES AND STRATEGIES
- Course Code C15: TECHNOLOGY AND DISABILITY,
- Course Code C16: PSYCHOLOGICAL AND FAMILY ISSUES:

The above four courses has various themes and activities which satisfies the demands of the criteria point 2, regarding modifying teaching learning strategies based on the identified needs. The details are –:

- Emphasizes on process of developing curriculum for educational programme.
- Provides suitable content for curricular areas in special education.
- Apply the process of modification and accommodation for adapting general school curriculum
- Provides curriculum adaptations and strategies for teaching expanded curriculum for different disability groups.
- Practicum: Adapt curriculum for a child with a specific disability along with specific adaptations and modifications of teaching learning activity.

Criterion point 3 and 4

c) Is the program preparing teachers for teaching in inclusive classroom and making teaching learning and assessment activities accessible to all students?

- The content of courses A3, A4 and A5 elaborately deal with teaching learning and assessment activities for all students with special focus on CwD in special and inclusive classrooms.
- One dedicated paper ‘Course Code B6: Inclusive Education’ contains specific topics related to inclusive education which include inclusive academic instructions, adaptation, accommodation and modification required for inclusive classroom. Special needs for gifted children have also been dealt with.
- This course contains practicum part which is like preparing checklist for accessibility in mainstream schools for PwD, preparing lesson plans on school subject using inclusive academic instructional strategies.
- Course Code B10 (E) has ample scope for student teacher to learn the application of ICT for student with disabilities in various learning environments.

Criterion point 5

d) Is the program preparing teachers to work in collaboration with special educator/resource teacher/general teacher?

- Adequate emphasis has been laid down in Course Code B6: ‘Inclusive Education’ including co-teaching, collaborative teaching, differentiated instructions, parallel teaching, station teaching.

- Support and collaboration from stakeholders and general teachers has been given due importance.
- Family support, community involvement for inclusion and resource mobilization for inclusive education has been given due weightage.
- To maximize inclusion in school, the student teacher need to work in collaboration with general, physical and special teacher in inclusive school where the student teacher will interact with the special teacher with regard to teaching learning material, aids, appliances, devices, technology, problems associated with the special needs child, for making an IEP, for functional assessment and going for case study.

School ethos should promote the culture of collaboration and corroboration among all the stake holders. It should lead to development of school practices which facilitates partnerships amongst subject teachers, physical education teachers, allied health professionals, special teachers etc.

Generic Recommendations

- *A new PSTE program may be envisaged wherein the core curriculum remains same and students are offered choice of specializations like inclusive education, special education, physical education at different levels of schooling say primary, elementary and secondary*
- *Capacity building of student teachers to teach in inclusive classrooms can be attempted in all dimensions of PSTE programs by mandatory 5-6 lessons in inclusive classroom and modifying the class time table to address the needs of all students*
- *The focus of B.Ed. special should be on preparing teachers who can work in multi-category inclusive classroom, without pulling the child out of the classroom as far as possible. The sensitivities required to be developed towards issues like slow speed of writing, short attention span, first generation learners etc.*
- *Preparing experts for managing only one disability should be attempted at the post graduate level and not at PSTE level*
- *Physical education should be a significant part of all the PSTE program*
- *Special education student teacher should also be trained to identify and address the behavioural issues of children without disability using techniques like ABA.*
- *PSTE curriculum should be in harmony with the philosophy and ideology behind learning outcomes, learning indicators, comprehensive continuous evaluation and other such initiatives by NCERT, SCERT, CBSE, state Boards of examinations etc.*

Concluding Remarks

The guidelines suggested above for making PSTE programs inclusive envisions a school settings where work culture promotes collaboration among teachers without any perceived hierarchies. The learning needs of all children with and without disabilities and disadvantages are identified and addressed by the teachers trained to work in inclusive education settings. The dream is to prepare teachers like the one who discovered Hellen Keller. What could be better than her own words, in praise for her teacher, to conclude the guidelines...

“Once I knew only darkness and stillness ... my life was without past or future ... but a little word from the fingers of another fell into my hand that clutched at emptiness and my heart leaped to the rapture of living.” – Helen Keller

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Appendix A:

**List of Experts: “Development of Analysis Tool and Criteria
for Inclusive pre-service teacher education programs”
Workshop**

1. Dr. Poonam Beniwal
Assistant Professor
Maharaja Surajmal Institute
Guru Gobind Singh Indraprastha University
New Delhi
2. Dr. Preeti Verma
Professor
Shreemati Nathibai Damodar Thackrey Women's University
Mumbai, Maharashtra
3. Dr. Ravi Prakash Singh
Assistant Professor
Amity University
Noida, Uttar Pradesh
4. Dr. Rakesh Tomar
Consultant
National Council of Teacher Education
New Delhi
5. Dr. Renu Singh
Country Director
Young Lives India
New Delhi
6. Dr. Vandana Saxena
Associate Professor
Central Institute of Education
University of Delhi
Delhi
7. Dr. Varsha Ghatoo
Associate Professor
National Institute of Speech and Hearing
Mumbai, Maharashtra

Resource Persons from NCERT

8. Dr. Anita Julka
Professor
DEGSN, NCERT
New Delhi
9. Dr. J.K. Patidar
Assistant Professor
DTE, NCERT
New Delhi
10. Dr. Kiran Walia
Professor
DTE, NCERT
New Delhi
11. Dr. Vinay Singh
Professor
DEGSN, NCERT
New Delhi

Appendix B:

List of Experts “Ist Draft Workshop”

1. Dr. Hassoo Khan
Principal
Victoria College of Education
Bhopal, Madhya Pradesh
2. Dr. N.K. Jangira
Former Head
DTE, NCERT
3. Dr. Poonam Beniwal
Assistant Professor
Maharaja Surajmal Institute
Guru Gobind Singh Indraprastha University
Gurgaon, Haryana
4. Dr. Ravi Prakash Singh
Assistant Professor
Amity University
Noida, Uttar Pradesh
5. Dr. Renu Singh
Country Director
Young Lives India
New Delhi
6. Dr. Suman Nehra
Assistant Professor
R.C. Institute of Technology
Delhi
7. Dr. Swati Sanyal
Course Director
Durgabai Deshmukh College of Special Education
University of Delhi
New Delhi
8. Dr. Yogendra Pandey
Assistant Professor
Banaras Hindu University
Banaras, Uttar Pradesh
9. Dr. Yukti Sharma
Assistant Professor
Central Institute of Education
University of Delhi
New Delhi

Appendix C:

List of Participant Universities in Regional Sharing Workshops

Universities participated in regional sharing workshop for **Hindi speaking states:**

1. Banaras Hindu University
2. Delhi University
3. Guru Ghasidas Vishwavidyalya
4. H.S. Gaur Vishwavidyalya Sagar
5. Jamia Milia Islamia
6. Kumaun University
7. Kurukshetra University
8. Punjab University
9. Rajasthan University

List of Experts in Regional Sharing Workshop for Hindi Speaking States

1. Dr. Abhimanyu Singh
Assistant Professor
Banaras Hindu University
Varanasi, Uttar Pradesh
2. Dr. Anjali Bajpai
Professor
Banaras Hindu University
Varanasi, Uttar Pradesh
3. Dr. Aruna Anand
Former Dean
Guru Nanak Dev University
Amritsar, Punjab
4. Dr. Ashok Singh
Associate Professor
Indira Gandhi Institute of Physical Education and Sports Science
University of Delhi
Delhi
5. Dr. A.V. Singh Madnawat
HOD, Department of Education
University of Rajasthan
Jaipur, Rajasthan
6. Dr. Bhaskar Chaudhary
Assistant Professor
Kumaun University
Nanital, Uttarakhand
7. Dr. Dev Raj Yadav
Principal
J.D. College, Patla
Ghaziabad, Uttar Pradesh
8. Dr. Ekta Bhushan Satsangi
Assistant Professor

Indira Gandhi Institute of Physical Education and Sports Science
University of Delhi
Delhi

9. Dr. Geeta Khanduri
Associate Professor
H.N.B. Garhwal University
Srinagar, Uttarkhand
10. Dr. J.S. Bharadwaj
Associate Professor
Chaudhary Charan Singh University
Meerut, Uttar Pradesh
11. Dr. Kamlesh Sandhu
Principal
R.K.S.D. College of Education
Kaithal, Haryana
12. Dr. Kishore Harichandra Mane
Assistant Professor
Banaras Hindu University
Varanasi, Uttar Pradesh
13. Dr. Mamta Aswal
Assistant Professor
SSJ Campus
Kumaun University
Almora, Uttarakhand
14. Dr. Md. Saifur Rahman
Assistant Professor
Panjab University
Chandigarh, Punjab
15. Dr. Navleen Kaur
Associate Professor
Panjab University
Chandigarh, Punjab
16. Dr. Pankaj Arora,
Associate Professor
Central Institute of Education
University of Delhi
New Delhi
17. Dr. Payel Banerjee
Assistant Professor
Guru Ghasidas Vishwavidyalya
Bilaspur, Chattisgarh
18. Dr. Rakam Singh Sindhu
Dean, Faculty of Education
Kurukshetra University

Kurukshetra, Haryana

19. Dr. Rajiv Vyas
Assistant Professor
Banaras Hindu University
Varanasi, Uttar Pradesh
20. Dr. Rani Dubey
Assistant Professor
Sagar University
Sagar, Madhya Pradesh
21. Dr. Sanjay Sonker
Associate Professor
Banaras Hindu University
Varanasi, Uttar Pradesh
22. Dr. Sara Begum
Professor
Jamia Milia Islamia
Delhi
23. Dr. Sarita Tyagi
Associate Professor
Indira Gandhi Institute of Physical Education and Sports Sciences
University of Delhi
New Delhi
24. Dr. Saroj Sharma
Professor
Guru Gobind Singh Indraprastha University
New Delhi
25. Dr. Satish Pathak
Professor
M.S. University of Baroda
Vadodara, Gujarat
26. Dr. Seema Dhawan
Associate Professor
HNB Garhwal Central University
Srinagar, Uttarakhand
27. Dr. Shalini Menon
Assistant Professor
Guru Ghasidas Vishwavidyalaya
Bilaspur, Chattisgarh
28. Ms. Shruti Shankar Gaur
Research Scholar
Indira Gandhi National Open University
New Delhi
29. Dr. Sonia Sthapak

Assistant Professor
Guru Ghasidas Vishwavidyalya
Bilaspur, Chattisgarh

30. Dr. S.S. Rawat
Professor
Hemwati Nandan Bhaguna Garwhal University
Srinagar, Uttarakhand
31. Dr. Sudesh Mukhopadhyaya
Ex- Chairperson
Rehabilitation Council of India
New Delhi
32. Ms. Sweta Gupta
Assistant Professor
University of Rajasthan
Jaipur, Rajasthan
33. Dr. Taruna C. Dhall
Associate Professor
Kurukshetra University
Kurukshetra, Haryana
34. Dr. Upasana Ray
Assistant Professor
Central University of Jharkhand
Jharkhand
35. Dr. Waseem Ahmed Khan
Professor
Jamia Milia Islamia
Delhi

Universities participated in regional sharing workshop for **non-Hindi speaking states**

1. Acharya Nagarjuna University
2. Amrita school of Education, Karnataka
3. Annamalai University
4. B.R. Ambedkar Open University
5. Gulbarga University
6. Kannur University
7. Karnataka University
8. Kerala University
9. Netaji Subhash Open University
10. Pune University
11. Shivaji University
12. University of Burdwan
13. University of Calicut
14. University of Mysore
15. Visva Bharti University

List of Experts in Regional Sharing Workshop for Non-Hindi Speaking States

1. Dr. A.G. Hemantha Kumar
Chairman, Department of Education
K.S. Women's University
Vijaypur, Karnataka
2. Mrs. Antara Choudhary
Assistant Professor
Netaji Subhas Open University
Kolkata, West Bengal
3. Dr. Babaso Nivrutti Ulape
Associate Professor
Mahavir College
Kolhapur, Maharashtra
4. Mr. Chandra Mohanan. S.
Assistant Professor
Amrita School of Education
University of Mysore
Mysuru, Karnataka
5. Dr. Geetha Janet Vitus
Director
Centre for Learning Disabilities and Difficulties
University of Kerala
Thiruvananthapuram, Kerala
6. Dr. G. Kumarang
Assistant Professor
Annamalai University

Chidambaram, Tamil Nadu

7. Mr. Gururaj Puranik
Assistant Professor
K.G. Nadgir College of Physical Education
Dharwad, Karnataka
8. Mr. Harikrishnan M.
Research Scholar
Department of Education
University of Kerala
9. Dr. K.C. Sahoo
Head, Department of Education
Vishwa Bharti University
Bolpur, West Bengal
10. Dr. Khagendranath Chattopadhyay
Teacher in charge, Department of Education
University of Burdwan
Burdhaman, West Bengal
11. Dr. K.P. Manoj
Assistant Director
Department of Physical Education
University of Calicut
Malapuram, Kerala
12. Dr. K.V.K. Reddy
Associate Professor
Lakshmbai National College of Physical Education
Thiruvananthapuram, Kerala
13. Dr. Mallepaka Nagaraju
Assistant Professor
Dr. B.R. Ambedkar Open University
Hyderabad, Telengana
14. Dr. Manju Nath Sahadevappa
Guest Faculty
Department of Physical Education
Gulbarg University
Kalaburgi, Karnataka
15. Dr. Megha Vishram Gulvani
Former Dean
Shivaji University
Kolhapur, Maharashtra
16. Dr. M. Savitha Pandey
Principal
Amrita School of Education
Amrita University
Mysore, Karnataka

17. Dr. M.T.V. Nagaraju
Assistant Professor
B.R. Ambedkar Open University
Hyderabad, Telangana
18. Dr. Ningamma C. Betsur
Associate Professor
University of Mysore
Karnataka
19. Dr. Nisha Jitendra Valvi
Assistant Professor
Savitribai Phule
Pune University
Pune, Maharashtra
20. Dr. N.G. Kannur
University College of Physical Education
Gulbarga University
Gulbarga, Karnataka
21. Dr. Pande Bhagirath Shamdas
Professor
SSR College of Education
Sayli Silvasa
Dadar and Nagar Haveli
22. Dr. Pankaj Arora
Associate Professor
Central Institute of Education
University of Delhi
New Delhi
23. Dr. Papiya Upadhyay
Assistant Professor
Netaji Subhas Open University
Kolkata, West Bengal
24. Dr. P. Johnson
Principal
UNI College of Physical Education and Sports Sciences
Acharya Nagarjuna University
Guntur, Andhra Pradesh
25. Dr. Rajkumar Karve
Post Doctoral Fellow
Gulbarga University
Kalburgi, Karnataka
26. Dr. Rethy B. Menon
Assistant Professor
Amrita Vishwa Vidyapeetham University
Amritnagar

Coimbatore, Tamil Nadu

27. Dr. Sanjeev Sonawane
Professor
Savatribai Phule
Pune University
Pune, Maharashtra
28. Dr. Sheela G.
Assistant Professor
University of Mysore
Karnataka
29. Dr. Surendran P.
Co-ordinator
Centre for Physical Education
University of Calicut
Thenhipalam, Kerala
30. Dr. Suresh Kutty K.
Associate Professor
Kannur University
Kannur, Kerala
31. Dr. Swati Sanyal
Course Director
Durgabai Deshmukh College of Special Education
University of Delhi
New Delhi
32. Dr. V. Jayanthi
Professor and Director
Department of Physical Education
Annamalai University
Chidambaram, Tamil Nadu
33. Dr. Vikram Singh
Head & Secretary, University Sports Committee
Physical Education and Sports Department
Jawaharlal Nehru University
New Delhi

Universities participated in regional sharing workshop for North Eastern states

1. Nagaland University
2. North Eastern Hill University
3. Mizoram University
4. Tripura University
5. Rajiv Gandhi University
6. Sikkim University
7. Tezpur University
8. Manipur University

9. Dibrugarh University

List of Experts in Regional Sharing Workshop for North Eastern States

1. Ms. Abha Shree
Assistant Professor
Mizoram University
Aizwal, Mizoram
2. Dr. Anil Milli
Head, Dept. of Physical Education
Rajiv Gandhi University
Doimukh, Arunachal Pradesh
3. Mr. Bahulang Tron
Assistant Professor
College of Teacher Education
Laitumkoah, Shillong
Meghalaya
4. Mr. Deepak Chandra Borah
Assistant Professor
Don Bosco College of Teacher Education
North Eastern Hill University
Shillong, Meghalaya
5. Dr. Euodia B. Myrthong
Assistant Professor
North Eastern Hill University
Shillong, Meghalaya
6. Dr. Harbhajan Singh Atwal
Head, Department of Physical Education
Dibrugarh University
Dibrugarh, Assam
7. Dr. Hillol Mukherjee
Assistant Professor
Institute of Advanced Studies in Education
Agartala, Tripura
8. Mr. Imnanlingsang
Assistant Professor
Salt Christian College of Teacher Education
Dimapur, Nagaland
9. Mr. L. Pungding
Assistant Professor
Manipur University
Imphal, Manipur
10. Dr. Maibam Chourjit Singh

Assistant Professor
Manipur University
Imphal, Manipur

11. Dr. Mantu Baro
Associate Professor
Dibrugarh University
Dibrugarh, Assam
12. Dr. M. Rajendra Nath Babu
Assistant Professor
Nagaland University
Kohima, Nagaland
13. Dr. Mridula Baruah
Reader
SCERT
Assam
14. Dr. Naraginti Amareswaran
Assistant Professor
North Eastern Hill University
Shillong, Meghalaya
15. Dr. Nityanand Pandey
Head, Department of Education
Assam University
Silchar, Assam
16. Dr. N. Pramod Kumar
Assistant Professor
Mizoram University
Aizwal, Mizoram
17. Dr. Oinam Jiten Singh
Associate Professor
Dibrugarh University
Dibrugarh, Assam
18. Dr. Pankaj Arora
Associate Professor
Central Institute of Education
University of Delhi
New Delhi
19. Ms. Pritipuspa Barua
Lecturer
DIET
Morigaon, Assam
20. Dr. Sailendra Bhuyan
Assistant Professor
Dibrugarh University
Dibrugarh, Assam

21. Mrs. Samhita Malini Baruah
Senior Lecturer
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22. Dr. Sambhu Prasad
Assistant Professor
Rajiv Gandhi University
Doimukh, Arunachal Pradesh
23. Mr. Sandip Ratna
Assistant Professor
State College of Teacher Education
Kohima, Nagaland
24. Dr. Sashapra Chakrawarty
Assistant Professor
Tezpur University
Napaam, Assam
25. Dr. Swati Sanyal
Course Director
Durgabai Deshmukh College of Special Education
University of Delhi
New Delhi
26. Ms. Tadang Minu
Assistant Professor
Rajiv Gandhi University
Doimukh, Arunachal Pradesh
27. Dr. T. Inaobi Singh
Professor
Manipur University
Imphal, Manipur
28. Dr. T. Lhungdim
Head, Dept. of Education
Rajiv Gandhi University
Doimukh, Arunachal Pradesh
29. Dr. T.J.M.S. Raju
Associate Professor
Sikkim University
Gangtok
30. Dr. Vikram Singh
Head & Secretary, University Sports Committee
Physical Education and Sports Department
Jawaharlal Nehru University
New Delhi

Appendix D:

List of Experts “Content Finalization Workshop”

1. Dr. Krishna Kant Sahu
Assistant Professor
Lakshmibai National University of Physical Education
Gwalior, Madhya Pradesh
2. Dr. Manisha Wadhwa nee Dabas
Associate Professor
Aditi Mahavidyalya
University of Delhi
New Delhi
3. Dr. Navleen Kaur
Associate Professor
Panjab University
Chandigarh, Punjab
4. Dr. Nisha Jitendra Valvi
Assistant Professor
Savitribai Phule Pune University
Pune, Maharashtra
5. Dr. Sanjeev Sonawne,
Professor & Head, DE
Savitribai Phule
Pune University
Pune, Maharashtra
6. Dr. Sara Begum
Professor
Jamia Milia Islamia
Delhi
7. Dr. Sarita Tyagi
Associate Professor
Indira Gandhi Institute of Physical Education and Sports Science
University of Delhi
New Delhi
8. Dr. Satish P. Pathak
Professor
M.S. University of Baroda
Vadodara, Gujarat
9. Dr. Sudesh Mukopadhyay
Ex-Chairperson
Rehabilitation Council of India
New Delhi
10. Dr. Swati Sanyal
Course Director

Durgabai Deshmukh College of Special Education
University of Delhi
New Delhi

11. Dr. Vikram Singh
Head & Secretary, University Sports Committee
Physical Education and Sports Department
Jawaharlal Nehru University
New Delhi
12. Dr. Yajuvendra Singh Rajput
Assistant Professor
Lakshmibai National University of Physical Education
Gwalior, Madhya Pradesh
13. Dr. Yukti Sharma
Assistant Professor
Central Institute of Education
Delhi University
New Delhi

Appendix E:

List of Experts “Vetting Workshop

1. Dr. Eram Nasir
Assistant Professor
Jamia Milia Islamia
Delhi
2. Mrs. Manisha Verma
Programme Coordinator
Rehabilitation Council of India
New Delhi
3. Dr. Sara Begum
Professor
Jamia Milia Islamia
Delhi
4. Dr. Sarita Tyagi
Associate Professor
Indira Gandhi Institute of Physical Education and Sports Sciences
University of Delhi
New Delhi
5. Dr. Seema Dhawan
Associate Professor
HNB Garhwal Central University
Srinagar, Uttarakhand
6. Dr. Subhodh Kumar
Deputy Director
Rehabilitation Council of India
New Delhi
7. Dr. Sudhir Sharma
Head and Dean
Swarnim Gujarat University
Gandhi Nagar, Gujarat
8. Dr. Swati Sanyal
Course Director
Durgabai Deshmukh College of Special Education
University of Delhi
New Delhi
9. Dr. Vandana Saxena
Associate Professor
Central Institute of Education
University of Delhi
Delhi
10. Dr. Vikram Singh
Head & Secretary, University Sports Committee
Physical Education and Sports Department
Jawaharlal Nehru University
New Delhi

Resource Persons from NCERT

11. Dr. Kiran Walia
Professor
DTE, NCERT
Delhi

Appendix F:

List of Experts “National Meet”

1. Dr. A.G. Hementha Kumar
Associate Professor
K.S. Women University
Vijayapura, Karnataka
2. Dr. Anjali Bajpai
Professor, BHU
Varanasi, U.P.
3. Dr. Ashok Singh
Associate Professor
Indira Gandhi Institute of Physical Education and Sports Science
University of Delhi
Delhi
4. Dr. C. Rajamouli
Professor
B.R.Ambedkar University
Hyderabad, Telangana
5. Dr. Dulal Mukhopadhyaya
Professor
Netaji Subhash Open University
Kolkata, West Bengal
6. Dr. Geeta Vitus Janet
Assistant Professor
University of Kerala
Thiruvananthapuram, Kerala
7. Dr. Inaobi Singh
Professor
Manipur University
Imphal, Manipur
8. Dr. K.C. Sahoo
Professor
Vishwa Bharti University
Santiniketan, West Bengal
9. Dr. Khagendranath Chattopadhyay
Assistant Professor
University of Burdwan
Burdwan, West Bengal

10. Mrs. Manisha Verma
Programme Coordinator
Rehabilitation Council of India
New Delhi
11. Dr. Megha Gulvani
Associate Professor
Shivaji University
Kolhapur, Maharashtra
12. Dr. Megha Uplani
Associate Professor
Savitribai Phule Pune University
Pune, Maharashtra
13. Dr. Nemaï Chand Maiti
Professor
Calcutta University
Kolkata, West Bengal
14. Dr. Neerja Shukla
Former Head,
DEGSN, NCERT
15. Dr. Nongubri
Professor
North Eastern Hill University
Shillong, Meghalaya
16. Dr. Pankaj Arora,
Associate Professor
Central Institute of Education
University of Delhi
New Delhi
17. Dr. Preeti Verma
Associate Professor
SNDT
Mumbai, Maharashtra
18. Dr. Rani Dubey
Assistant Professor
Sagar University
Sagar, Madhya Pradesh
19. Mrs. Rashmi
Consultant
NCTE
New Delhi

20. Dr. R.C. Patel
Dean
University of Baroda
Vadodara, Gujarat
21. Dr. R.P.Vadhera
Professor
Mizoram University
Aizawl, Mizoram
22. Dr. R. Vijay Kumar
Deputy Secretary
NCTE
New Delhi
23. Dr. Sara Begum
Professor
Jamia Milia Islamia
Delhi
24. Dr. Sarita Tyagi
Associate Professor
Indira Gandhi Institute of Physical Education and Sports Sciences
University of Delhi
New Delhi
25. Dr. Seema Dhawan
Associate Professor
Garhwal University
Srinagar, Uttarakhand
26. Dr. Shobha V. Kalebag
Associate Professor
Shivaji University
Kolhapur, Maharashtra
27. Dr. Subhodh Kumar
Deputy Director
Rehabilitation Council of India
New Delhi
28. Dr. Sudhir Sharma
Head & Dean
Swarnim Gujarat University
Gujarat
29. Dr. Sumanatha Chatterjee
Professor

Netaji Subhash Open University
Kolkata, West Bengal

30. Dr. S.V.S. Chaudhary,
Ex- Director,
IGNOU
New Delhi
31. Dr. Swati Sanyal
Course Director
Durgabai Deshmukh College of Special Education
University of Delhi
New Delhi
32. Dr. Taruna Chaudhery Dhall
Principal
Kurukshetra University
33. Dr. Vikram Singh
Head & Secretary, University Sports Committee
Physical Education and Sports Department
Jawaharlal Nehru University
New Delhi
34. Dr. Vandana Saxena
Associate Professor
Central Institute of Education
University of Delhi
Delhi

Resource Persons from NCERT

1. Dr. I.B. Chughtai
Professor
Regional Institute of Education
Bhopal, Madhya Pradesh
2. Dr. Jyoti Prakash Bagchi
Professor
Regional Institute of Education
Ajmer, Rajasthan
3. Dr. Pushp Lata Verma
Assistant Professor
DESM, NCERT
4. Dr. Reetu Chandra
Assistant Professor
DEE, NCERT

5. Dr. Ruchi Verma
Associate Professor
DESM, NCERT
6. Dr. Sharad Sinha
Professor
RMSA Project Cell
NCERT
7. Dr. S.K. Pandey
Assistant Professor
RMSA Project Cell
8. Dr. S. Ramma
Professor
Regional Institute of Education
Mysore, Karnataka
9. Dr. Tannu Malik
Assistant Professor
DESS, NCERT

Appendix G:

**Report of Regional Sharing workshop for Hindi Speaking
States**

**Organised at CIET, NCERT, New Delhi from 22nd – 24th
September, 2015**

Analysis summary of current Pre-service teacher training degree programmes offered by universities located in the Hindi speaking states

S. No	Programme post 2014 NCTE directives	Number
1	B. P. Ed.	4
2	B. Ed. and integrated B.Ed.	6
3	B. Ed. Special	2

1. B. P. Ed. : Banaras Hindu University

B. P. Ed. programme is for 2 years distributed into 4 semesters offered in regular mode, taught in two mediums (Hindi and English). Admission is via entrance test. Intake is 50. The theory courses include “Principle of Physical Education, Anatomy and Physiology, Recreation and Camping, Methods, Material, and Supervision, Kinesiology and Care of Athletic Injuries, Organisation, Administration and Event Management, History of Physical Education, Principles of Coaching and Officiating, Sports Psychology, Physiology and Exercise Physiology, Health Education and Yoga, Test Measurements and Computer Application, Sports Training and Gym Management, Sports Sociology and Sports Specialisation”. There is nothing which is related with inclusive education in the programme curriculum. Teacher trainees are expected to do their practice teaching in regular classes in regular schools with or without the presence of CWSN. None of the five points of the criteria for inclusive pre-service teacher training degree programs was satisfied by this programme.

2. B. P. Ed. : Delhi University

B. P. Ed. programme is for 2 years (4 semesters), regular, taught in two mediums (Hindi and English). Admission is done by entrance test. Intake is of 50 students. Only two courses namely course CC-101 and course CC-303 attempts to sensitize the trainees about gender characteristics and individual differences respectively. Based on the analysis observation as per the analysis tool provided in the workshop it can be safely said that hardly any point of the criteria for inclusive pre-service teacher training degree programs, was satisfied by this course. However it may be noted that prior to the current curriculum the earlier curriculum used to have an optional course on “Adapted physical education” which was encouraging teacher trainees to modify the sports and physical education practices as per the diverse needs of the students.

3. B. P. Ed.: Kurukshetra University

Intake is of 50 students. Programme is taught in three mediums English, Hindi and Punjabi. Core courses include Principles of Education, Anatomy, Recreation and Camping and its Methods and Materials. Optional courses have Kinesiology and Care of Athletic Injuries, Organisation, Administration and Event Management, History of Physical Education, Principles of coaching and officiating, Sports Psychology, Psychology and Exercise Physiology, Health Education and Yoga. Test Measurement and Computer Application, Sports Training and Gym Management, Sports Sociology, Sports Specialization. The programme fails to satisfy the criteria for inclusive pre-service teacher training degree programs developed by DEGSN NCERT.

4. B. P. Ed. : Guru Ghasidas Vishwavidyalaya

The programme is of 4 semesters with five courses in each semester. These courses deal with History and Principles and Foundations of Physical Education, Anatomy and Physiology, Health Education and Environmental Studies, Officiating and Coaching, Olympic Movement, Yoga Education, Educational Technology and Methods of Teaching in P.E., Organisation and Administration, Contemporary Issues IN Physical Education, Fitness and Wellness, Sports Nutrition and Weight Management, Sports Training, Computer Application in P.E., Sports Psychology and Sociology, Sports Medicine, Physiotherapy and Rehabilitation, Curriculum Design, Measurement and Evaluation in P.E., Kinesiology and Biomechanics, Research and Statistics in P.E., Theory of Sports and Game, Sports Management. A few topics like Principles of Physical Education, Age and Gender Characteristics topic in Sports Psychology, Types and Nature of Individual Difference in various courses mentioned above were found to make feeble attempt to generate awareness about inclusive education but the criteria hardly was satisfied with the programme.

5. B. Ed.: Banaras Hindu University

B. Ed. programme is for 2 years divided in to 4 semesters, conducted in regular mode and taught in two mediums (Hindi and English). Admission is done by entrance test. Intake is 100+50 in B.Ed. (Two campuses). This programme meets the first criteria regarding the identification of learning needs of the students. The paper on Indian perspective of Education shares the ideas of Indian educationists with respect to education. To deal with the gender specificity there is one paper i.e. Gender, School and Society, which is to get the idea about gender issues in educational contexts and explore the complex relationship of gender and education and understand how gender, power, and sexuality relate to education (in terms of access, curriculum and pedagogy).

Paper Language across the Curriculum is about learning the language background of the students to be taught and addressing the needs in accordance with the linguistic diversity. The course on Inclusive Education deals with the diversity with reference to culture, language, gender and abilities in class and attempts to develop conviction that all children can learn and grow; learn about issues of inclusion in educational contexts, curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion and region. The criteria for inclusive pre-service teacher training programme developed by the DEGSN NCERT needs to be completely satisfied by this programme.

6. B. Ed.: Kurukshetra University

B. Ed. programme is taught in Hindi and English. There are 9 core papers and 3 optional papers. Core papers are Childhood and Growing up, Contemporary India and Education, Learning and Teaching, Language Across Curriculum, Understanding Disciplines and Subjects, Gender School and Society, Knowledge and Curriculum, Assessment and Learning, Creating an Inclusive School. The objectives of the programme doesn't mention inclusive education and out of the 12 courses to be studied by the trainee teachers the objectives of only one course i.e. childhood and growing up mentioned about inclusion in education. The programme also attempts to generate awareness about the issues of marginalization, stereotyping and its impact on child development with special reference to gender, society, class and poverty. As far as satisfying the criteria of inclusive pre-service teacher training degree programs is concerned the programmes failed to satisfy most of the points. However, the university was in the process of finalizing and working on its student teaching aspect at the time of workshop and report writing.

7. B. Ed.: Guru Ghasidas Vishwavidyalaya

The program requires a trainee teacher to study nine core papers, three optional papers and four EPC courses. All these courses attempt to generate awareness about various aspects of inclusion in education as the curriculum analysis revealed mention of inclusion in education at various places such as objectives of the courses, detailed course content and related assignments. In addition two courses dedicated to the inclusion were also part of the programme; Creating an inclusive school and Gender, School and Society. Further the programme has provision of optional courses for empowering the student teacher in the skill of Indian sign language or communication through Braille.

During school teaching the trainee teachers were required to visit a special school. Few assignments require data based presentation on the issues related to gender identity and gender sensitivity.

Overall it may be said that the programme satisfies only one point of the criteria partially and need to be modified as per the rest of the criteria.

8. Integrated course : Dr. H. S. Gaur Vishwavidyalaya Sagar

University runs integrated teachers training programme i.e. B. Sc. B. Ed. and B. A. B. Ed., which is of 4 years duration, having semester system in regular mode, and medium of instruction is English and Hindi. Admission is by entrance test. Intake for B.Sc. B. Ed. is 50. There are 10 core papers and 6 optional courses. Core courses include Contemporary India and Education, Gender, School and Society, Childhood and growing up, Bases of Learning, Curriculum development, Assessment of Learning, Technology of Teaching, Pedagogy of School Subject-I, Pedagogy of School Subject-II, Creating an Inclusive School. Optional courses include Health and Physical Education, Yoga Education, Peace Education, Guidance and Counselling, Environmental Education and work Education. The trainee teachers were sent to government and private regular schools which may or may not have CWSN. A number of assignments of varying nature like case studies, working with community/social service and activities related with understanding the self attempts to sensitize and empower the students in inclusive pedagogy. The programme more or less satisfies most of the points of the criteria of inclusive pre-service teacher training degree programme.

9. B. Ed.: Rajasthan University

B. Ed. programme is of 2 years duration, having semester system, regular, and medium of instruction is English and Hindi. Admission is done by entrance test. There are 11 core courses, 5 optional courses and 4 courses of EPC in theory. The objective of the programme is to develop interest, attitudes and knowledge which will enable teacher trainees to foster all round growth and development of children under their care and provide guidance to individual pupil. It also enhances their ability to understand children's needs, motives, growth patterns and the process of learning to stimulate learning and creative thinking to faster growth and development.

Project includes study of behaviour pattern of children with different needs, collecting statistics on girl child with reference to gender ratio, interview of any two students with multi lingual

background, identify speech defects of primary school students and prepare multilingual teaching strategy. The programme satisfies points related with identification of special needs, modifying the syllabus and activities and conducting ability based evaluation, of the criteria of inclusive pre-service teacher training degree programmes.

10. B. Ed: Guru Nanak Dev University

B. Ed. programme is for 2 years duration, having semester system, regular and has two medium of instruction i.e. Hindi and English. It has 7 core courses, 4 optional courses 1 paper for field task and 2 courses for EPC. Core courses include Understanding the Learner and Learning Environment, Contemporary India and Education, Education and Development, Pedagogy of a School Subject-I , Pedagogy of a School Subject-II and Language Proficiency and Communication. Papers named Gender, School and Society, Creating an Inclusive School and activities of NSS and Community Service are related with are having reflections of inclusive education. Optional courses as Vocational/ Work Education, Health and Physical Education, Peace Education, Guidance and Counselling also address to inclusive education.

11. B.Ed. Special: Punjab University

B. Ed. Special programme is of 2 years duration, having semester system, in regular mode, and medium of instruction is English, Hindi and Punjabi. Admission is by entrance test and also considers merit. Intake of students is 30. Theory courses include Human Growth and Development, Contemporary India and Education, Introduction to Neuro-developmental Disability, Assessment and Identification Needs, Learning, Teaching and Assessments, Pedagogy of Teaching Science, Pedagogy of Teaching Maths, Pedagogy of Teaching Social Science, Pedagogy of Teaching Hindi, Pedagogy of Teaching Punjabi, Pedagogy of Teaching English, Inclusive Education, Curriculum Designing Adaptation and Evaluation, Educational Interaction and Teaching, Psycho Social and Family Issues, Reading and Reflecting on Texts, Performing and Visual Arts, Guidance and Counselling, Management of Learning Disability, Basic Research and Statistics. Syllabus focuses on concept of diversity, characteristics and types of disability, with special focus on learning disability, its causes, types, and assessment process and analyse the role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational setup towards enhanced learning.

12. B. Ed. Special: Jamia Milia Islamia

The programme of B. Ed. Special is of 2 years duration, conducted in annual format in regular mode and offered in three medium of instruction that is English, Hindi and Urdu. Admission is

by entrance test. Intake is 30 students. There are 5 core courses, 6 courses related to cross disability and inclusive education. The trainee teachers were required to survey 50 children with different difficulties, participate in various workshops and develop appropriate teaching learning material, organise a community awareness programme, conduct a gender analysis of a selected disability act/policy, act as a sighted guide in different situations/settings for students and persons with visual impairments. Assignments encourage thinking and self expression regarding conflicts and social movements in India with respect to Dalits, Tribal's, people with disabilities and belonging to linguistic and religious diversity. The students were also required to read and collate their thought on human rights and minority rights, special and inclusive schools, curricular adaptations for teaching science to CWSN, prepare for accessibility in mainstream schools wrt CWSN, design a poster on inclusive education and prepare a lesson plan on any school subject of choice using any one Inclusive Academic Instructional Strategy. The programme satisfies almost all the criteria of the inclusive pre-service teacher training programme in varying degrees except the last one related with collaboration between the regular and the special/resource teachers.

Appendix H:

**Report of Regional Sharing workshop for Non-Hindi
Speaking States**

Organised at RIE, Mysore , from 8th -10th December, 2015

PART 1: Analysis summary of current Pre-service teacher training degree programmes in physical education offered by universities located in the non- Hindi speaking states

Degree programme analyzed	Institute/ University	Mode
B. P. Ed. 2 year	1) Annamalai University 2) Acharya Nagarjuna University 3) Gulbarga University 4) University of Calicut 5) Karnataka University 6) Kannur University 7) Pune University	Regular
Total=7		

Core Courses

S. No.	Name of the course	Frequency
1.	History Principles and Foundations of Physical Education	7
2.	Anatomy, Physiology and Psychology	7
3.	Kinesiology and Biomechanics	7
4.	Officiating and Coaching in Sports and Games	7
5.	Sports Psychology and Sociology	6
6.	Research and Statistics in Physical Education	6
7.	Sports Training	5
8.	Educational Technology and Methods of Teaching in Physical Education <i>Learning to Teach Physical Education</i>	4
9.	Computer Applications in Physical Education	4
10.	Rules of Sports and Games	3
11.	Yoga Education Adapted Physical Education and Yoga	3
12.	Organisation, Administration in Physical Education	3
13.	Education Psychology	2
14.	Measurement and Evaluation in Physical Education	2
15.	Profession of Physical Education	1

Analysis

During the workshop seven courses were analysed by the participants. The project team collated the individual programme analysis and found that four courses were common in all the seven programmes. Adapted physical education was found to be part of only 3 programmes out of seven programmes analyzed.

Optional Courses

S. No.	Name of the course	Frequency
1.	Sports Medicine, Physiology and Rehabilitation <i>Sports Medicine, Physiotherapy and Rehabilitation</i> <i>Sports Medicine</i>	7
2.	Sports Nutrition and Weight Management <i>Health Education and Nutrition</i>	7
3.	Contemporary Issues in Physical Education Fitness and Wellness	6
4.	Sports Management	5
5.	Curriculum Design	3
6.	Health Education and Environmental Studies	3
7.	Fitness Assessment and Exercise Principles	3
8.	Olympic Movements	2
9.	Recreation and Leisure Management <i>Leisure and Recreation</i>	1
10.	Adapted Physical Education <i>Adapted Physical Education and Yoga</i>	1

Analysis

In the seven programmes analysed, two common optional papers were offered to the trainee's physical education teachers namely "Sports Medicine, Physiology and Rehabilitation" and "Sports Nutrition and Weight Management". All the programmes analysed are offering optional courses related to various aspects of sports and games.

Inclusive education mentioned in the objectives of the programme

S. No.	Observation	Frequency
1.	No	7
2.	Yes	0

Analysis

None of the B. P. Ed. programmes of different universities which have been analysed during the workshop include inclusive education in the objectives of the programme.

Objective of the courses with respect to inclusive education

S. No.	Name of the course	Objective of the course	Frequency
1.	Profession of Physical Education	Demonstrate basic knowledge and awareness about inclusion, differently-abled students and describe steps to inclusion	1

Analysis

Only one course out of the 25 studied had an objective which is overtly attempting to demonstrate basic knowledge and awareness about inclusion, differently-abled students and steps to inclusion.

Topic/ Theme/ Unit of the courses with respect to inclusive education

S. No.	Name of the course	Topic/ Theme/ Unit of the course	Frequency
1.	Curriculum Design	Unit- Curriculum- Old and New Concepts, Mechanics of Curriculum Planning Principles of curriculum design according to the needs of the students and state and national level policies	3
2.	Sports Psychology and Sociology	Unit- Introduction Types and nature of individual differences; factors responsible-heredity and environment	6
3.	Sports Nutrition and Weight Management <i>Health Education and Nutrition</i>	Unit-Hygiene and Diseases Posture, postural deformities and general corrective measures	7
4.	Education Psychology	Unit- Cognitive Process, Personality and Motivation Problem students, aggression, spectators, leadership Unit- Individual Difference Individual difference meaning, nature, areas, and causes, techniques for catering to individual difference Children with special abilities and needs creative children meaning, characteristics, factors, influencing creativity measures to foster creativity, gifted slow learners, underachievers meaning, characteristics, education measures	2
5.	Educational Technology and Methods of Teaching in Physical Education <i>Learning to Teach Physical Education</i>	Unit- Teaching Styles Why multiple teaching styles a) Personal choice b) Tradition c) Diversity d) Multiple objectives	4
6.	Profession of Physical Education	Unit- Inclusion in Physical Education Physical education for the differently abled learners: a) Adapted physical education programme b) Remedial physical education programme c) Developmental physical education programme Catering to diverse need of students: a) Categories of developmental disabilities –physical, mental, emotional, learning disabilities, other health restrictions b) Special needs of children with	1

		<p>disabilities-social adjustment, body image enhancement</p> <p>Instructional procedures and modifications of physical activities for children with special needs</p> <ol style="list-style-type: none"> Modifications for underachievers in fitness, children with weight problems Instructional procedures for children with mental retardation, epilepsy Instructional procedures for children with visual impairment Instructional procedures for children with auditory impairment Instructional procedures for children with orthopedic disabilities Instructional procedures for children with emotional disabilities Instructional procedures for children with learning disabilities 	
7.	<p>Adapted Physical Education</p> <p><i>Adapted Physical Education and Yoga</i></p>	<p>Unit- Introduction</p> <p>Physical education for disabled: historical implications early history, definition of handicapping conditions, physical education for the handicapped, benefits of physical education for the handicapped</p> <p>Scope of physical education for the handicapped, recreational sport opportunities, accommodating the handicapped in integrated settings, current status of physical education</p> <p>Unit- Imparting Special Physical Education</p> <p>Attributes of the teacher of special physical education, professional qualification of the teacher, developing Individualized Education Programmes (IEPSs), present level of educational performance and special education related services</p> <p>Systematic approaches of teaching, analysing and applying principles of movement, task analysis, motivating the student with a disability</p> <p>Unit- Playground Programme in Adapted Physical Education</p> <p>Outdoor play and play structures, components and considerations for the therapeutic playground, physical and mental adjustment, responsibility of recreators</p> <p>Evaluation: basis for individualization, the</p>	1

		basic safety skills, sufficient practice and habit formation	
8.	Recreation and Leisure Management <i>Leisure and Recreation</i>	Unit- Leisure, Recreation and Individual Factors affecting individual's choice of leisure pursuit: age, gender, occupation, residence and lifestyle	1
9.	Health Education and Environmental Studies	Health issues and problems	3

Analysis

The scope of including the concerns of CWSN was found to exist in many of the courses studied yet only 9 courses were found worth of mention here as these courses were observed to have topics and themes directly related to special needs.

(PRACTICUM)

Whether the Criteria for choosing schools for practice teaching mentioned in the programme guide:

S. No.	Observation	Frequency
1.	Mentioned	2
2.	Not Mentioned	5

Analysis

The table above indicate that the criteria for choosing schools for practice teaching was mentioned in only 2 programmes however the detail of the same was not provided by the participants of the workshop.

Lessons prescribed in each school subject:

S. No.	Observation	Frequency
1.	Prescribed	1
2.	Not Prescribed	6

Analysis

In the B.P. Ed. programme the practice teaching is little different from the student teaching in the B.Ed. and B.Ed. special education. In physical education the practice teaching is in the form of organization of sports and game events and coaching to various students. Hence the same was not divided into subject one and two like in the B.Ed. and B.Ed. special education. It was observed that only one programme has prescribed number of lessons to be delivered in the school though practice teaching was found to be part of all the programmes analyzed.

Teaching Practice Prescribed in:

S. No.	Type of School	Prescribed	Not Prescribed
1.	Regular Schools	6	1
2.	Special Schools	2	5
3.	Inclusive Schools	2	5

Analysis

The table above indicate mixed response regarding prescription of practice teaching in inclusive, special and regular schools. The responses are based on the workshop participant's interpretation of the suggestions mentioned in the programme guide and also of their understating of the three kinds of the schools.

School based project work expected in the area of inclusive education (Yes/No):

S. No.	Response	Frequency
1.	Yes	3
2.	No	4

Analysis

Only three courses were reported to be encouraging students' teacher to have some project work in the area of inclusive education. This in reality might be dependent on the individual teacher educators' notion of CWSN, inclusive education and initiative to sensitize the student teachers.

Criteria for inclusive pre-service teacher training degree programme:

S. No.	Criteria	Yes	No
	Is the course programme preparing a teacher to-		
1.	identify the learning needs of students arising due to disabilities, gender, social and economical disadvantages	5	2
2.	do modifications in teaching learning activities based on the needs of students	4	3
3.	teach in inclusive classroom rather than in segregated setting	3	4
4.	make teaching learning and assessment activities accessible to all the students	3	4
5.	work in collaboration with the special educator/resource/general teacher	3	4

Analysis

The table above indicates that all the point of the criteria is being met by more than fifty percent of the programmes analyzed. However this is the perspective of the group/individual members analyzing their own university programme. The project team observed that the curriculum has been analysed with sympathy, as during the presentations the faculty members of various universities agreed that there is a lot which needs to be done and included in their pre-service teacher training degree programmes before the same can be said to be preparing teachers for inclusive classrooms.

Part 2: Inferences and observations drawn from analysis of pre-service teacher training degree programmes in general education

Table-1

Degree programme analyzed	Institute/ University	Mode
B. Ed. 2 year	1. Kerala University 2. University of Mysore 3. Amrita School of Education 4. Pune University 5. University of Burdwan 6. Shivaji University 7. Visva Bharati University 8. Dr. B. R. Ambedkar Open University	Regular Distance Learning
Total=8		

Core Courses

Table-2

S. No.	Name of the course	Frequency
1.	Assessment in Education <i>Learning Teaching Assessment</i> <i>Educational Evaluation</i> <i>Assessment for Learning</i> <i>Assessment and Evaluation for Learning</i>	7
2.	Knowledge and Curriculum: Philosophical and Sociological Perspective <i>Philosophical and Sociological Foundation of Education</i> <i>Philosophical Perspective of Education</i> <i>Sociological Perspective of Education</i>	6
3.	Education in Indian Society <i>Education in Contemporary India</i> <i>Contemporary India and Education</i> <i>Contemporary Indian Education, Gender and Society</i> <i>Education in Emerging Indian Society</i>	6
4.	Pedagogic Tools, Techniques and Approaches <i>Advanced Studies in Curriculum and Pedagogy</i> <i>Pedagogy of a School Subject</i>	6

	<i>Advanced Pedagogy and Application</i> <i>Pedagogical Knowledge of School Subjects-A</i> <i>Pedagogical Knowledge of School Subjects-B</i>	
5.	Childhood and Adolescence <i>Childhood and Growing Up</i> <i>Child's Growth and Development</i> <i>Psychology of Childhood and Adolescence</i>	5
6.	Creating an Inclusive School <i>School and Inclusive School</i>	4
7.	Gender, School and Society	3
8.	Reflective Reading and Writing	3
9.	Learning and Teaching	3
10.	Quality and Management of School Education	3
11.	Work Education	3
12.	Technology and Communication in Education <i>Educational Technology and ICT</i>	2
13.	Knowledge and Curriculum	2
14.	Educational Management and Organisation <i>School Organisation and Management</i>	2
15.	Inclusive Education	2
16.	Understanding Self, Personality and Yoga <i>Yoga and Health Education</i>	2
17.	Fine Arts and Theatre <i>Music, Drama and Art in Education</i>	2
18.	ICT Basic and its Application	2
19.	Action Research and Case Study	2
20.	Developmental Perspective of the Learner	1
21.	Perspective of Learning and Teaching	1
22.	Developmental Perspective in Education	1
23.	Learner in the Educational Perspective	1
24.	Advanced Studies: Perspective in Education	1
25.	Educational Technology	1
26.	Research Projects	1
27.	Understanding Discipline and Subjects	1

Optional Courses

Table-3

S. No.	Name of the course	Frequency
1.	Pedagogy of School Subject: English	8
2.	Pedagogy of School Subject: Hindi	8
3.	Pedagogy of School Subject: Sanskrit	8
4.	Pedagogy of School Subject: Physics	8
5.	Pedagogy of School Subject: Biology	8
6.	Pedagogy of School Subject: Business Studies	8
7.	Pedagogy of School Subject: Computer	8

8.	Pedagogy of School Subject: Fine Arts	8
9.	Pedagogy of School Subject: Mathematics	8
10.	Pedagogy of School Subject: Urdu	7
11.	Pedagogy of School Subject: History	7
12.	Pedagogy of School Subject: Geography	7
13.	Pedagogy of School Subject: Economics	7
14.	Pedagogy of School Subject: Chemistry	7
15.	Pedagogy of School Subject: Home Science	7
16.	Pedagogy of School Subject: Commerce	6
17.	Health and Physical Education <i>Health and Yoga</i> <i>Physical Education</i>	6
18.	Environmental and Population Education <i>Adult and Population Education</i> <i>Environmental Education</i>	6
19.	Pedagogy of School Subject: Social Sciences	6
20.	Pedagogy of School Subject: Music	6
21.	Pedagogy of School Subject: Political Science	6
22.	Guidance and Counselling	5
23.	Vocational/Work Education	5
24.	Pedagogy of School Subject: Accountancy	5
25.	Pedagogy of School Subject: Bengali	5
26.	Understanding Discipline and School Subject	4
27.	Peace Education and Yoga Education <i>Peace and Value Education</i>	4
28.	Guidance and Counselling	4
29.	Pedagogy of Science	4
30.	Value Education	3
31.	Critical Understanding of ICT	3
32.	Pedagogy of School Subject: Civics	3
33.	Co curricular Activities and Social Service	2
34.	Pedagogy of School Subject: Tamil	2
35.	Pedagogy of School Subject: Kannada	1
36.	Pedagogy of School Subject: Marathi	1
37.	Pedagogy of School Subject: General Science	1
38.	Pedagogy of School Subject: Malayalam	1
39.	Distance and Open Schooling	1
40.	Human Rights Education	1
41.	Introduction to Educational Resources	1

Inclusive education mentioned in the objectives of the programme

Table-4

S. No.	Response	Frequency
1.	Yes	6
2.	No	2

Analysis

Six B. Ed. programmes out of eight, which were studied during the workshop, mention inclusive education in the objectives of the programme.

Objective of the courses with respect to inclusive education**Table-5**

S. No.	Name of the course	Objective of the course
1.	Knowledge and Curriculum: Philosophical and Sociological Perspective <i>Philosophical and Sociological Foundation of Education</i> <i>Philosophical Perspective of Education</i>	This paper helps the learner to develop a personal philosophy of teaching and thereby help them identify the learning needs arising due to gender, social and economic disadvantages. It also helps to develop an awareness and attitude towards eclectic tendencies in education (but neglects the leaning needs arising due to disabilities)
2.	Developmental Perspective of the Learner	The objective to be highlighted is to equip the student teachers to apply the theories of facilitating overall development of the learner. One of the major objective is to conceptualise the individual differences among the learners on the bases of intelligence and creativity (overall this paper neglects the disability aspects or inclusive aspects but cater to gender issues, social and economic disadvantages)
3.	Technology and Communication in Education <i>Educational Technology and ICT</i>	To create a unit with man, machine and material with regard to technological resources. Student teachers role in becoming aware about child abuse and preventive measures using the internet.
4.	Education in Indian Society <i>Education in Contemporary India</i> <i>Contemporary India and Education</i> <i>Contemporary Indian Education, Gender and Society</i> <i>Education in Emerging Indian Society</i>	This course gives emphasis to analyse the challenges in Indian Education with reference to the major concept of inclusive classroom, challenges with special reference to child in need and care and protection of child in conflict of law
5.	Perspective of Learning and Teaching	To conceptualise disability and inclusive education and develop an understanding of the concept and areas of individual difference and to develop skills to educate students with special needs. In total devoted to develop an

		understanding of the concept areas of individual difference
6.	Assessment in Education <i>Learning Teaching Assessment</i> <i>Educational Evaluation</i> <i>Assessment for Learning</i> <i>Assessment and Evaluation for Learning</i>	To comprehend the theories of learning and intelligence and their applications for teaching children, analyse the learning process, nature and theory of motivation, describe the stages of teaching and learning and the role of teacher. Analyse the scope and role of assessment scheme for educational set up towards enhanced learning
7.	Learner in the Educational Perspective	Integrating professional competency for inclusive classroom, this course will help student teachers to understand the inclusive practices and fully equip he/she to manage an inclusive classroom
8.	Advanced Studies: Perspective in Education	Social issues and strategies to curb them with special reference to corruption, terrorism, violence against women and drug abuse and significance of rehabilitation programme. Inclusive education strategies for inclusive classroom
9.	Childhood and Adolescence <i>Childhood and Growing Up</i> <i>Child's Growth and Development</i> <i>Psychology of Childhood and Adolescence</i>	To explain the concept of growth and development and stages of development with special reference to the stages of adolescence. Be aware of influence of heredity, environment including socio cultural factors on developmental process. Develop the skills of applying the principles of development in improving the teaching learning process
10.	Educational Technology	Describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies
11.	Knowledge and Curriculum	Introduction to perspectives in education focusing on epistemological, philosophical and sociological bases of education. Understand education in relation to constitutional goal, social issues and modern values
12.	Pedagogic Tools, Techniques and Approaches <i>Advanced Studies in Curriculum and Pedagogy</i> <i>Advanced Pedagogy and Application</i> <i>Pedagogical Knowledge of School Subjects-A and B</i>	Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson
13.	Inclusive Education	To adjust with heterogeneous group in the class and to adjust with different school atmosphere.

		To cooperate with other disability learners, analyse critically the needs, problems, causes and educational provisions meant for challenged children and also interpret the policies and procedures for inclusive education.
14.	Gender, School and Society	To understand patriarchy, power, gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas). Gendered representations in textbooks, policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.
15.	Understanding Self, Personality and Yoga <i>Yoga and Health Education</i>	To appreciate the origin and history of Yoga in India, understand the concept and importance of Yoga for general health and quality of life style and integrate the practice of Yoga and it's asanas for better self concept and esteem personality
16.	Fine Arts and Theatre <i>Music, Drama and Art in Education</i>	To enable learners to have a practical experience with drama and art, to introduce certain concepts to enhance the understanding of drama and art. To make learners acquainted with aspects of theatre management
17.	Research Projects	To identify the educational problems and selection of the most suitable solutions from various options. Developing a tool for data collection, analysing data and writing report
18.	ICT Basic and its Application	This set of experiences is visualised with an assumption that student teachers should have a basic familiarity with computers, and to have much hands-on-experience.
19.	Learning and Teaching	To comprehend the range of cognitive capacities among learners, reflect on their own implicit understanding of the nature and kinds of learning, gain an understanding of different theoretical perspectives on learning demonstrate his/her understanding of different skills at different phases of instruction.
20.	Creating an Inclusive School <i>School and Inclusive School</i>	Sensitise for the concept of inclusive education and social inclusion, familiarize with the legal and policy perspectives behind inclusion in education and understand the types, probable causes, preventive measures and characteristics of different types of disability. Understand street children, platform children and orphans, children born and brought up in correctional, child labour and other socio economically backward children. Know how inclusion can be

		practiced in mainstream class.
21.	Work Education	Make a teacher-trainee aware of the modern approaches to teaching of work education in the perspectives of its development from traditional approaches and also make him acquainted with the ways and means for managing class-room the stand point of inclusive education
22.	Action Research and Case Study	To make student teachers understand how to carry out studies in the field of education, to improve the methods and approach of those involved.
23.	Value Education	To orient the student teachers with the basis of duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child. To enable them to understand the process of moral personality development vis-a-vis as a means of their cognitive and social development
24.	Pedagogy of Science	Differentiate between different types of test items. Understand different types of micro teaching skills.
25.	Pedagogy of English	To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English To develop understanding of the significance of professional preparedness of English teachers.
26.	Pedagogy of Bengali	To design appropriate teaching and learning strategy/ approach suited for particular content of the Bengali language also using ICT a teaching aid
27.	Pedagogy of Mathematics	To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level. To understand the preparation and use of diagnostics test and organize remedial teaching.
28.	Pedagogy of Social Sciences	Differentiate different types of approaches of social science
29.	Pedagogy of History	Understand the concept of evolution of History and its relevance in life for understanding India and world
30.	Pedagogy of Geography	Differentiate different types of methods of teaching Geography and understand different types of micro teaching skills
31.	Pedagogy of Political Science	To understand evaluation techniques of Political Science and differentiate between different types of test items
32.	Pedagogy of Civics	To make student teachers known how to make

		students understand the role of <u>government</u> working in country or province or at local level and of the <u>rights</u> and <u>duties</u> of the <u>people who live in the country/province/city</u>
33.	Pedagogy of Economics	Differentiate different types of methods of teaching Economics
34.	Pedagogy of Sanskrit	To develop strategies in order to meet the learning difficulties in teaching Sanskrit. To identify and be sensitive to the proficiency, interests and needs of learners.
35.	Pedagogy of Physics	To develop in student-teachers an understanding of the nature of Physics and its interface with society and acquire a conceptual understanding of the Pedagogy of Physics.
36.	Pedagogy of Chemistry	To enable the student-teachers to develop Chemistry as a discipline in Science and critically analyze the curriculum/evaluation practices of teaching of Chemistry in school to bring about changes in future to promote better pedagogy
37.	Pedagogy of Biology	To Acquire and learn specific laboratory skills to conduct practical work in Biology and evolve as a reflective practitioner through use of innovative practices in the teaching of Biology
38.	Pedagogy of Malayalam	To understand the importance, nature and functions of Malayalam language as mother tongue and understand the relation between Malayalam and other languages
39.	Pedagogy of Urdu	To explain the concept of Urdu and its elements To define linguistic skills and development of these skills among students To conduct pedagogical analysis of lessons in Urdu and develop teaching skills To critically examine the use of various methods for teaching Urdu
40.	Pedagogy of Tamil	Develop an understanding of objectives and specifications for teaching Tamil as a second language and exploring various ways to design appropriate learning needs
41.	Pedagogy of Home Science	To familiarize student-teachers with the meaning and scope of Home Science and Objectives of Teaching Home Science at Higher Secondary Level. To enable them to know and apply various techniques and approaches of Teaching of Home Science at Higher Secondary level
42.	Pedagogy of Commerce	To equip with the varied dimensions of commerce education strands and to gain outlook of key ideology in the psychological

		bases in the commerce education
43.	Pedagogy of Accountancy	To understand the rationale of including Accountancy in the school curriculum and make use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy. To equip them with the essential qualities of an ideal Accounting teacher and familiarize them with the techniques of evaluation in Accountancy.
44.	Pedagogy of Business Studies	To familiarize with the nature of business studies being taught at the school level and be conversant with the different methods of teaching meant for teaching To instil the competence of organizing co-curricular activities for enriching the subject matter of business studies and develop awareness of curricular innovations in Business Studies.
45.	Pedagogy of Fine Arts	Develop imagination and sense of appreciation of art and interest in teaching of art. Develop aesthetic sense, learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life
46.	Pedagogy of Music	To enable the pupil-teachers to understand the importance, aims and objectives of teaching of Indian Music and develop interest among pupil-teachers for Music To acquaint the pupil-teachers with latest teaching skills and enable pupil-teachers to organize competitions and other practical activities.
47.	Pedagogy of Computer	To equip them with different methods and techniques to be utilized in classroom situation and provide them knowledge about evaluation techniques in Computer subject To make them able to plan lessons and present them effectively and enable them to use computers to enhance teaching / learning skills
48.	Vocational/Work Education	To make the teacher trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of work education and also make them equipped for managing class-room from the stand point of inclusive education.
49.	Health and Physical Education <i>Health and Yoga</i> <i>Physical Education</i>	To develop a knowledge base of the most common and uncommon diseases in India their diagnosis and remediation and also study the health education vision and mission of India.
50.	Peace Education and Yoga	To understand the meaning and role of peace

	Education <i>Peace and Value Education</i>	education and value education in present context, understand the components of peace education, understand different perspectives of peace education and be acquainted with methods and evaluation of value education
51.	Guidance and Counselling	To understand the knowledge about adjustment and maladjustment, understand the mental health and to get idea about abnormal behaviour and mental illness, thereby implementing guidance and counselling in details
52.	Environmental and Population Education <i>Adult and Population Education</i> <i>Environmental Education</i>	Understand the concept of population and environmental education and help teacher students analyse the various issues related to population and environmental education

Analysis

52 courses out of the 68 studied (41 optional and 27 core courses) from 8 programmes had objectives, connoting the idea of inclusive education which will provide teacher trainees, basic knowledge and awareness about inclusion, differently-abled students and inclusive practices. It was heartening to find the inclusive education in the objectives of pedagogy courses as these are the courses which relate learning of theory with the classroom practices, in the field. Few objectives as well as the courses listed above may not appear to be inclusive in the first look but they are included in the table as they have scope for including discussion about CWSN and diversity. Further it was not possible to count the frequency of the courses as the same course in the programme of different university may not have the same objective.

Topic/ Theme/ Unit of the courses with respect to inclusive education

Table-6

S. No.	Name of the course	Topic/ Theme/ Unit of the course
1.	Education in Indian Society <i>Education in Contemporary India</i> <i>Contemporary India and Education</i> <i>Contemporary Indian Education, Gender and Society</i> <i>Education in Emerging Indian Society</i>	<p>Education and Social diversity: Concept of social diversity Levels of diversity- individual, regional, languages, religions, casts, tribes, economical, social and political Role of education for child development on the platform of diversity Peaceful education for collective living</p> <p>Contribution of Constitution in Indian Education: a) Concept of constitution- preamble, fundamental rights and duties of citizens b) Aims of education related to constitutional values, discrimination, marginalization, freedom, justice, equality, and fraternity</p> <p>Role of Teacher: The role and agency of teacher in the concept of</p>

		universalization and inclusive education
2.	Childhood and Adolescence <i>Childhood and Growing Up</i> <i>Child's Growth and Development</i> <i>Psychology of Childhood and Adolescence</i>	Issues Related to Child Development: a) Realities and assumptions of nation's childhood and stereotypes b) Slum, dalit, urban, girl, tribal, rural marginalization of difference, diversity and stereotypes
3.	Knowledge and Curriculum	National Integration and International Understanding: Relation between education and society, education and culture, education and modernisation. A) Concept of values, education related to modern values, individual opportunity, equity and equality, social justice and dignity with reference to Dr. Ambedkar B) Multiculturalism and democratic education: concept and their practices in school and classrooms
4.	Inclusive Education	UI: Inclusive Education Concept and Nature U II: Competencies Development for Inclusive Education U III: Inclusive Education and its Practices U IV: Inclusive School U V: Teacher's Role in Inclusive Classroom
5.	Gender, School and Society	Gender Issues- Key Concepts: a) Meaning, nature and importance of gender construction sex sexuality, patriarchy, masculinity and feminism b) Gender bias gender stereotyping and empowerment c) Gender equality and equality in relation with caste, class, region, ethnicity, disability and region d) Life skills and training to deal issues of gender Gender Studies: a) Paradigm shift from women's studies to gender studies b) Theories on gender and education: application in the Indian context- 1) Socialization theory 2) Gender difference 3) Structural Theory 4) Deconstructive theory c) Contemporary period- recommendations of policy initiatives commissions and committees schemes, programmers and plans after 1986 Gender in Curriculum : a) Gender in text and context in secondary level (text –book), disciplines classroom management

		<p>or processes including pedagogy</p> <p>b) Construction of gender in curriculum framework of 21st century</p> <p>c) Teacher as an agent of change</p> <p>d) Ways of reduced teacher, parents, attitudes to have high expectations of all girls and boys</p> <p>Gender, Sexual Harassment and Abuse:</p> <p>a) Meaning, nature types and reasons of harassment</p> <p>b) Sites of conflicts social and emotional</p> <p>c) Agencies perpetuating harassment family school workplace and media (print and electronic)</p>
6.	Learning and Teaching	<p>Understanding Differences Between Learners:</p> <p>a) Individual differences meaning, nature and causes</p> <p>b) Children with physical difference i.e. visual, hearing, physical, sensory</p> <p>c) Measurement of intelligence: test verbal, non-verbal, performance individual and group</p> <p>d) Understanding differently abled learners, slow learners, gifted and dyslexics</p>
7.	Creating an Inclusive School <i>School and Inclusive School</i>	<p>Inclusive Education Concept and Nature:</p> <p>A) Concept, and meaning of inclusive education</p> <p>B) Principles and benefits on inclusive education</p> <p>C) Policies and national legislations for inclusive education</p> <p>D) Government schemes and provisions</p> <p>E) Different types of special children</p> <p>Need and Significance of Inclusive Education:</p> <p>A) Need of inclusive education</p> <p>B) Objectives of inclusive education</p> <p>C) Education for visually and hearing impaired children</p> <p>D) Education for gifted and creative children</p> <p>E) Integration of physical, mental</p> <p>Inclusive School:</p> <p>A) Concepts meaning of an inclusive school infrastructure and accessibility, human resources, attitudes to disability, whole school approach</p> <p>B) Infrastructure facilities for an ideal inductive school</p> <p>C) Role of inclusive school in modern times</p> <p>D) Inclusive classroom management and organization</p> <p>E) Special education for special children</p> <p>Teacher's Role in Inclusive Classroom:</p> <p>A) Qualities of an inclusive teacher</p> <p>B) Teacher's role in shaping the inclusive classroom</p> <p>C) Inclusive teacher's education in facilitating inclusive education</p> <p>D) Guidance and counselling for inclusive teachers students and principals</p> <p>Unit1: Introduction to Inclusive Education</p>

		Unit2: Legal and Policy Perspectives Unit3: Defining Learner with Special Needs Unit4: Inclusion in Operation Unit5: Teacher Preparation for Inclusive School
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Analysis

Out of the 68 courses studied only 7 courses were observed to have some content related to CWSN and inclusive education. Out of these 7 courses three courses are dedicated to inclusive education, creating inclusive schools and gender education. The rest four courses are related to psychology and sociology of education. One course related to knowledge and curriculum also had a topic related to inclusion in education.

The observation of objectives of the courses in the Table-5 above revealed that more than 50 courses had mentioned inclusive education in their objectives but the content analysis of the course is telling a different story. The table above for content analysis of the courses doesn't have any course on pedagogy practices of any subject which is an essential part of pre-service teacher training degree courses and prepares teacher trainees for actual teaching in the classrooms.

Assignments/Projects w r t inclusive education

Table-7

S. No.	Name of the course	Assignments/Projects wrt inclusive education
1.	Education in Indian Society <i>Education in Contemporary India</i> <i>Contemporary India and Education</i> <i>Contemporary Indian Education,</i> <i>Gender and Society</i>	Develop any two programme for peaceful education
2.	Childhood and Adolescence <i>Childhood and Growing Up</i> <i>Child's Growth and Development</i> <i>Psychology of Childhood and Adolescence</i>	Case Study of an adolescent learner Plan and implementation of one lesson catering to any of the diverse needs of students A study of one child from Slum, Dalit, Urban, Tribal or Rural Marginalisation Report on psychological tests in guidance and counselling
3.	Inclusive Education	Visit to inclusive schools and observe classroom transaction of any school Collection of data regarding children with special needs from municipal records Identify pupils with special needs in the primary schools and preparing profiles of the pupils Preparation of teaching aids, toys charts and hand cards for children having disabilities

		Case Study of one mainstream (inclusive) student
4.	Gender, School and Society	Organising debates on equity and equality cutting across gender, class, caste, religion ethnicity, disability and region. Project on women role models in various fields with emphasis on women in unconventional roles Field visits to schools to observe the schooling process from a gender perspective Preparing analytic report on portrayal of women in the field of print and electronic media Preparation of checklist to map classroom process in all types of school
5.	Creating an Inclusive School <i>School and Inclusive School</i>	Visit to a inclusive school and prepare a report A study of inclusive school plant and compare with high excellent school Design and evaluate an Inclusive Education Programme A study of anyone NGO promoting Inclusive School Visit to special, degraded and inclusive classroom, reflective journal writing
6.	Guidance and Counselling	Case Study of problem child

Analysis

6 courses out of the 68 studied during workshop had assignments/projects related to inclusive education for involving the teacher trainees in case studies, field visits, report and reflective journal writing to understand the marginalised issues and diverse needs. Once again the Table-7 fails to include any course related to pedagogy practices, though it was heartening to find an attempt to link pedagogic practices to inclusive education in the assignment of course related to childhood and adolescent (column 2, Table-7)

Specific CWSN concerns

Table-8

S. No.	Concerns about	Name of the Course
1.	Blindness and low vision	1) Childhood and Growing up (Pune University) 2) Inclusive Education (University of Mysore) 3) Creating an Inclusive School (Burdwan University)

2.	Hearing and speech impairment	<ol style="list-style-type: none"> 1) Childhood and Growing Up (Pune University) 2) Inclusive Education (University of Mysore) 3) Creating an Inclusive School (Burdwan University)
3.	Loco-motor disability and leprosy arrested	<ol style="list-style-type: none"> 1) Childhood and Growing Up (Pune University) 2) Inclusive Education (University of Mysore) 3) Creating an Inclusive School (Burdwan University)
4.	Cerebral palsy and muscular dystrophy	<ol style="list-style-type: none"> 1) Creating an Inclusive School (Burdwan University)
5.	Autism, intellectual disability and mental illness	<ol style="list-style-type: none"> 1) Childhood and Growing Up (Pune University) 2) Creating an Inclusive School (Burdwan University)
6.	Multiple disabilities, deaf blindness and multiple sclerosis	<ol style="list-style-type: none"> 1) Creating an Inclusive School (Burdwan University)
7.	Learning Disability	<ol style="list-style-type: none"> 1) Childhood and Growing Up (Pune University) 2) Inclusive Education (University of Mysore) 3) Creating an Inclusive School (Burdwan University)
8.	Gifted and Talented learners	<ol style="list-style-type: none"> 1) Childhood and Growing Up (Pune University) 2) Psychology of Childhood and Adolescence (Dr. B. R. Ambedkar Open University) 3) Guidance and Counselling (University of Mysore) 4) Childhood and Growing Up (Burdwan University)
9.	Slow learners	<ol style="list-style-type: none"> 1) Childhood and Growing Up (Pune University) 2) Learning and Teaching (Shivaji University) 3) Assessment of Learning (Dr. B. R. Ambedkar Open University) 4) Assessment of Learning (Burdwan University) 5) Inclusive Education (Dr. B. R. Ambedkar Open University)
10.	Scheduled castes; Scheduled Tribes and Minorities	<ol style="list-style-type: none"> 1) Education and Social Change (Pune University) 2) Childhood and Growing Up (Shivaji University) 3) Gender, School and Society (Shivaji University) 4) Creating an Inclusive School (Shivaji University) 5) Sociological Perspectives of Education (Dr. B. R. Ambedkar Open University) 6) Education in Contemporary India (University of Mysore) 7) Contemporary India and Education (Burdwan University)
11.	Economically Deprived	<ol style="list-style-type: none"> 1) Education and Social Change (Pune University) 2) Learning and Teaching (Shivaji University) 3) Knowledge and Curriculum (Shivaji University) 4) Contemporary Education in India (Dr. B. R.

		Ambedkar Open University) 5) Contemporary India and Education (Burdwan University)
12.	Multilingualism	1) Childhood and Growing Up (Pune University) 2) Childhood and Growing Up (Shivaji University) 3) Contemporary Education in India (Dr. B. R. Ambedkar Open University) 4) Education in Contemporary India (University of Mysore) 5) Contemporary India and Education (Burdwan University) 6) Language Across the Curriculum (Burdwan University)
13.	Gender	1) Gender and Education (Pune University) 2) Gender, School and Society (Shivaji University) 3) Sociological Perspectives of Education (Dr. B. R. Ambedkar Open University) 4) Gender School and Society (University of Mysore) 5) Gender, school and Society (Burdwan University)
14.	Individual Differences	1) Childhood and Growing Up (Pune University) 2) Contemporary India and education (Shivaji University) 3) Art and Drama Education (Dr. B. R. Ambedkar Open University) 4) Childhood and Growing Up (Burdwan University)

Analysis

The table above reveals that the issue of SC/ST minorities was addressed by 7 out of eight universities, followed by the issue of multilingualism which 6 out of 8 universities attempted to address. Five universities out of eight also focussed attention on the issues of slow learners, economically deprived and gender. The issue of multiple disabilities, deaf blindness and multiple sclerosis, cerebral palsy and muscular dystrophy was found to be the least favoured by the university as only one university attempted to make teacher trainees sensitive and aware about them.

The next logical question was to look for university attempted to address all the 14 issues in pre-service teacher training degree programme and the table 9 was generated.

Table-9

S. No.	University Name	Frequency
1.	University of Burdwan	14
2.	Pune University	13

3.	University of Mysore	8
4.	Dr. B. R. Ambedkar Open University	7
5.	Shivaji University	6

Analysis

The table 9 indicates that only one programme out of the eight programmes analysed was making trainee teachers aware of the all 14 issues mentioned in the table 8. This was followed by another university taking care of 13 concerns.

(PRACTICUM)

Whether the Criteria for choosing schools for practice teaching mentioned in the programme guide:

Table-10

S. No.	Observation	Frequency
1.	Mentioned	4
2.	Not Mentioned	4

Analysis

The table 10 above indicate that the criteria for choosing schools for practice teaching was mentioned in 4 programmes and the details of the two programmes were also provided by the participants of the workshop, these are:

- **Visva Bharati University:** Usually neighbourhood schools are chosen on the basis of availability and accessibility
- **University of Burdwan:** Regular Schools are allotted randomly to the students and are chosen on the locality of the university

The project team also observed that the participants of the workshop honestly admitted during presentation that so far they haven't thought about choosing schools on the basis of presence of CWSN in the schools.

How many lessons prescribed in each school subject:

a) **Subject 1 and subject 2**

Table-11

University Name	No. of Lessons
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Kerala University	20
University of Mysore	35
Amrita School of Education	20
Pune University	35
University of Burdwan	30
Shivaji University	20
Visva Bharati University	25
Dr. B. R. Ambedkar Open University	35

Analysis

The table above indicates that in all the universities minimum number lessons to be delivered by the student teachers during practice teaching was prescribed by the majority universities and it ranges from 20 lessons to 30 lessons in each subject.

Teaching Practice Suggested in:

Table-12

S. No.	Type of School	Suggested	Not Suggested
1.	Regular Schools	6	2
2.	Special Schools	1	7
3.	Inclusive Schools	1	7

Analysis

The table above indicate mixed response regarding prescription of practice teaching in inclusive, special and regular schools. The responses are based on the workshop participant's interpretation of the suggestions mentioned in the programme guide and also of their understating of the three kinds of the schools. Since the programme is meant to prepare regular subject teachers for teaching in regular schools, hence the programme might not have given a thought to inclusive schools and providing experience of teaching in an inclusive school.

School based project work expects work in the area of inclusive education (Yes/No):

Table-13

S. No.	Response	Frequency
1.	Yes	5

2.	No	3
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Analysis

Five out of eight courses were reported to be encouraging students' teacher to have some project work in the area of inclusive education. The details of these five programmes were also provided by the participants of the workshop, these are

1) Visva Bharati University:

- Students are requested to visit special schools/institutions for observation and reporting on problems encountered by disabled/differently abled children with deep reflections and suggestive measures.
- Content of case studies of differently abled children by students.
- Conduct of survey of different schools for identification of different factors of inequalities prevalent.

2) Dr. B. R. Ambedkar Open University:

- Identification and case studies around the same area and making report.
- Vocational training.

3) University of Mysore:

- Case study of problem child.
- Group discussions on texts from different cultures, marginalized sections.

4) University of Burdwan:

- Visit to inclusive schools and to observe classroom transaction

5) Pune University:

- Visit to the NGO.
- Creating awareness programmes on social problems.

The participants of the workshop also shared that the assignments and projects are usually designed and prepared by individual teacher educators. Most of the time teacher educators prefer to design their own the assignments and projects which may differ from the suggested ones in the programme guide.

Criteria for inclusive pre-service teacher training degree programme:

Is the course programme preparing a teacher to-

Table-14

S. No.	Criteria	Yes	No
1.	Identify the learning needs of students arising due to disabilities, gender, social and	4	4

	economical disadvantages		
2.	Do modifications in teaching learning activities based on the needs of students	2	6
3.	Teach in inclusive classroom rather than in segregated setting	2	6
4.	Make teaching learning and assessment activities accessible to all the students	1	7
5.	Work in collaboration with the special educator/resource/general teacher	0	8

Analysis

The table 14 above depicts more number of universities in the column of “no” rather than in “yes” indicating fewer universities fulfilling the five point criteria. The first point of the criteria related to identifying the learning needs of students arising due to disabilities, gender, social and economical disadvantages was fulfilled by 4 out of 8 analysed programmes, 2 out of 8 analysed programmes were satisfying the second point which was related to modifications in teaching learning activities based on the needs of students. None of the analysed programmes is teaching the student teachers to work in collaboration with the special/resource teacher and physical education teacher.

Part 3: Observations /Inferences drawn from analysis of pre-service teacher training degree programs in special education

Degree programme analyzed	Institute/ University	Mode
B. Ed. Special	1. Netaji Subhas Open University 2. Dr. B. R. Ambedkar Open University	Open/ Distance Learning
Total=2		

THEORY COURSES

Core theory

S. No.	Name of the course	Frequency
1.	Human Growth and Development (A1)	2
2.	Contemporary India and Education (A2)	2
3.	Inclusive Education (B6)	2
4.	Learning Teaching and Assessment (A3)	2
5.	Introduction to Sensory Disabilities (VI/HI/Deaf-Blind) (B7)	2
6.	Introduction to Neurodevelopmental Disability LD,/MR/ASD (B8)	1
7.	Cross Disability and Inclusion	1
8.	Introduction to Locomotor and Multiple Disabilities (CP/MD) (B9)	1

9.	Pedagogy of Teaching (with reference to HI/VI/MR) for Science, Mathematics and Social Studies (A4)	1
10.	Pedagogy of Teaching (with reference to HI/VI/MR) for Bengali/English (A5)	1
11.	Skill Based Optional Course (Cross Disability Inclusion) (B10)	1
12.	Skill Based Optional Course (Disability Specialisation) (B11)	1
13.	Reading and Reflecting on Texts (D17)	1
14.	Drama and Art in Education (D18)	1
15.	Basic Research and Statistics (D19)	1

Analysis

In the two programmes analyzed during the workshop, five core courses were observed to be common across two programmes and rest 10 core courses were different in the two programmes. Though, both the programmes were based on the RCI pre-service teacher training degree course framework.

Optional papers

S. No.	Name of the course	Frequency
1.	Assessment and Identification of Needs (C12)	2
2.	Curriculum Designing, Adaptation and Evaluation (C13) <i>Curriculum Designing, Adaptation and Evaluation for HI/MR/VI</i>	2
3.	Intervention and Teaching Strategies (C14) <i>Intervention and Teaching Strategies OF HI/VI/MR</i>	2
4.	Technology and Disability (C15)	1
5.	Psycho- Social and Family Issues (C16)	1
6.	Oralism and Auditory Verbal Approach	1
7.	Pedagogy of Teaching for Science, Mathematics and Social Studies/ Physical Science	1
8.	Pedagogy of Teaching for Telugu/ English/ Hindi	1

Analysis

The two programmes analyzed during the workshop had 8 optional courses and out of these 8 courses, three were found to be common across the two programmes.

Inclusive education mentioned in the objectives of the programme

S. No.	Response	Frequency
1.	Yes	2
2.	No	0

Analysis

The above table indicates that both the programmes had mentioned inclusive education in their objectives.

Objective of the courses with respect to inclusive education

S. No.	Name of the Course	Objective of the course
1.	Inclusive Education (B6)	Inclusive Education Mentioned
2.	Skill Based Optional Course (Cross Disability Inclusion) (B10)	Inclusive Education Mentioned

Analysis

23 courses (15 core and 8 optional) were analysed during the workshop. Out of these 23 only 2 courses were reported to have objectives linked to inclusive education. Further out of these two courses one course was dedicated to inclusive education and another dealt with cross disability inclusion.

Topic/ Theme/ Unit of the courses with respect to inclusive education

S. No.	Name of the Course	Topic/ Theme/ Unit of the course
1.	Contemporary India and Education (A2)	<p>Unit-5: Issues and Trends in Education</p> <ul style="list-style-type: none"> Challenges of education from preschool to senior secondary Inclusive education as a rights based model Complementarity of inclusive and special schools
2.	Inclusive Education (B6)	<p>Unit-1: Introduction to Inclusive Education</p> <ul style="list-style-type: none"> Marginalization versus education: meaning and definitions Changing practices in education of children with disabilities: segregation, integration and inclusion Diversity in Classrooms: learning styles, linguistics and socio-cultural multiplicity Principles of inclusive education: access, equity, relevance, participation and empowerment Barriers to inclusive education: attitudinal, physical and instructional <p>Unit-3: Adaptations Accommodations and Modifications</p> <ul style="list-style-type: none"> Meaning, difference, need and steps Specifics for children with Sensory Disabilities Specifics for children with Neuro-Developmental Disabilities Specifics for children with Loco Motor and Multiple

		<p>Disabilities</p> <ul style="list-style-type: none"> Engaging gifted children <p>Unit-4: Inclusive Academic Instructions</p> <ul style="list-style-type: none"> Universal Design for Learning: Multiple Means of Access, Expression, Engagement and Assessment Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching and Team Teaching Differentiated Instructions: Content, process, and product Peer Mediated Instructions: Class wide peer tutoring, Peer assisted learning Strategies ICT for instructions <p>Unit-5: Supports and Collaborations for Inclusive Education</p> <ul style="list-style-type: none"> Stakeholders of Inclusive Education and their responsibilities Advocacy and leadership for inclusion in education Family support and involvement for inclusion Community involvement for inclusion Resource mobilization for Inclusive education
3.	Skill Based Optional Course (Cross Disability Inclusion) (B10)	<p>Unit-3: Preparing Persons with Disability for CBR</p> <ul style="list-style-type: none"> School Education: Person centred planning and peer group support Transition: Individual transition plan, development of self determination and self management skill
4.	Skill Based Optional Course (Disability Specialisation) (B11)	<p>Unit-4: Curricular Adaptation</p> <ul style="list-style-type: none"> Curricular Adaptation-meaning and principles Need assessment and decision making for adaptation Adapting Curriculum: content, teaching-learning material and instruction Types of adaptation and process Adaptation and accommodations in student's evaluation and examinations <p>Unit-5: Curricular Evaluation</p> <ul style="list-style-type: none"> Concept, need for curricular evaluation Factors associated with curricular evaluation (Learner, Content, Instructor and Resources) Areas of curricular evaluation: Context, Input, Process and Product Methods and tools for curricular evaluation Challenges in curricular evaluation
5.	Intervention and Teaching Strategies	<p>(MR)</p> <ul style="list-style-type: none"> Application of IEP for inclusion

	(C14)	
6.	Technology and Disability (C15)	<p>(MR)</p> <p>Unit-1: Technology in Education and Instruction</p> <ul style="list-style-type: none"> • Differential instruction, Universal Design of Learning and individualised instruction • Implication of the above for inclusion <p>Unit-2: ICT</p> <ul style="list-style-type: none"> • Use of ICT to simplify record keeping; information management in education administration in special and inclusive settings <p>Unit-4: Technology Based Instructions</p> <ul style="list-style-type: none"> • Developing technology integrated lessons- individual and group • Implications of technology based instruction in inclusion <p>Unit5-: Application of Technology</p> <ul style="list-style-type: none"> • Application of technology in lesson planning, worksheet preparation, report writing and evaluation • Application of technology in assistive devices- for example JAWS, Smart Phones, Screen Readers • Application of technology in instruction- individual, small group and large group • Implication for inclusion <p>(VI)</p> <p>Unit-2: Adaptive Technologies</p> <ul style="list-style-type: none"> • Concept and purposes • Basic Considerations: Access, Affordability and Availability • Addressing user's perspectives in developing adaptive technologies • Roles of IIT's and the scientific community • Universal/ Inclusive Design- Concept, Advantages and Limitations

Analysis

Six out of 23 courses analysed during the workshop had topic/ theme/ unit are related to inclusive education say for example challenges and trends in education, marginalization, diversity in classrooms, barriers to inclusive education and Universal Design of Learning and individualised instruction. Through these course an attempt is made to sensitize and empower the teacher trainees to design IEP and technology based lessons/instruction plan, adapt and evaluate the curriculum, generate support and collaborate for inclusive pedagogical practices.

Assignments/Projects wrt inclusive education

S. No.	Name of the Course	Assignments/Projects
1.	Inclusive Education (B6)	<ol style="list-style-type: none"> 1. Visit Special schools of any two disabilities and an Inclusive School and write observation report highlighting pedagogy 2. Prepare a checklist for accessibility in mainstream schools for children with disabilities 3. Design a poster on Inclusive Education 4. Prepare a lesson plan on any one school subject of your choice using anyone inclusive academic instructional strategy
2.	Technology and Disability (C15)	(MR) <ul style="list-style-type: none"> • To organise 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
3.	Psycho- Social and Family Issues (C16)	(MR) <ul style="list-style-type: none"> • 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

Analysis

Out of 23 courses analysed during the workshop only three were reported to have assignments, catering to the needs of CWSN in inclusive classroom. The course number B6 and B10 had objectives associated with inclusive education along with dedicated themes for relevant discussion as part of prescribed syllabus for these courses. The course B6 also had assignments related to inclusion in education however the course B10 despite having objectives and themes related to inclusive education, doesn't have any assignments related to inclusive education.

Generating Awareness About:

S. No.	Content in terms of	Name of the Course
1.	Blindness and low vision	<ul style="list-style-type: none"> • Pedagogy of Teaching (with reference to HI/VI/MR) for Science, Mathematics and Social Studies (A4) • Introduction to Sensory Disabilities (VI/HI/Deaf-Blind) (B7) • Assessment and Identification of Needs

		<p>(C12)</p> <ul style="list-style-type: none"> • Curriculum Designing, Adaptation and Evaluation (C13) • Intervention and Teaching Strategies (C14) • Technology and Disability (C15) • Psycho- Social and Family Issues (C16) • Braille and Assistive Devices (B10-G) • Orientation and Mobility (B11- A) • Vocational Training, Transition and Job Placement (B11-F)
2.	Hearing and speech impairment	<ul style="list-style-type: none"> • Pedagogy of Teaching (with reference to HI/VI/MR) for Science, Mathematics and Social Studies (A4) • Vocational Training, Transition and Job Placement (B11-F)
3.	Loco-motor disability and leprosy arrested	<ul style="list-style-type: none"> • Vocational Training, Transition and Job Placement (B11-F)
4.	Cerebral palsy and muscular dystrophy	<ul style="list-style-type: none"> • Introduction to Locomotor and Multiple Disabilities (CP/MD) (B9) • Vocational Training, Transition and Job Placement (B11-F)
5.	Autism, intellectual disability and mental illness	<ul style="list-style-type: none"> • Pedagogy of Teaching (with reference to HI/VI/MR) for Science, Mathematics and Social Studies (A4) • Introduction to Neurodevelopmental Disability LD,/MR/ASD (B8) • Assessment and Identification of Needs (C12) • Curriculum Designing, Adaptation and Evaluation (C13) • Intervention and Teaching Strategies (C14) • Technology and Disability (C15) • Psycho- Social and Family Issues (C16) • Vocational Training, Transition and Job Placement (B11-F)
6.	Multiple disabilities, deaf blindness and multiple sclerosis	<ul style="list-style-type: none"> • Introduction to Sensory Disabilities (VI/HI/Deaf-Blind) (B7) • Introduction to Locomotor and Multiple Disabilities (CP/MD) (B9) • Vocational Training, Transition and Job Placement (B11-F)

7.	Learning Disability	<ul style="list-style-type: none"> • Introduction to Neurodevelopmental Disability LD,/MR/ASD (B8) • Management of Learning Disability (B11-E) • Vocational Training, Transition and Job Placement (B11-F)
8.	Gifted and Talented learners	<ul style="list-style-type: none"> • Contemporary India and Education (A2)
9.	Slow learners	<ul style="list-style-type: none"> • Contemporary India and Education (A2)
10.	Scheduled castes; Scheduled Tribes and Minorities	<ul style="list-style-type: none"> • Contemporary India and Education (A2)
11.	Economically Deprived	<ul style="list-style-type: none"> • Contemporary India and Education (A2)
12.	Multilingualism	<ul style="list-style-type: none"> • Contemporary India and Education (A2)
13.	Gender	<ul style="list-style-type: none"> • Contemporary India and Education (A2)
14.	Individual Differences	<ul style="list-style-type: none"> • Contemporary India and Education (A2) • Application of ICT in Classroom (B10-F)

Analysis

10 out of the 14 themes mentioned in the table above were addresses via core courses category “A” this indicates that all the teacher trainees are bound to become aware of these issues.

(PRACTICUM)

Whether the Criteria for choosing schools for practice teaching mentioned in the programme guide:

S. No.	Observation	Frequency
1.	Mentioned	2
2.	Not Mentioned	0

Analysis

The table above indicates that the criteria for choosing schools for practice teaching were mentioned in both the B. Ed. special education programmes which were studied during workshop.

How many lessons prescribed in each school subject:

The programme analysis reports submitted by the group for both the programmes analyzed revealed that the expected number of lessons to be delivered by the teacher trainees was mentioned in the programme guide. However unlike the general B. Ed the lessons were to be prepared and delivered based on the disability studied in detail.

Teaching Practice Suggested in:

S. No.	Type of School	Yes	No
1.	Regular Schools	2	0
2.	Special Schools	2	0
3.	Inclusive Schools	1	1

Analysis

Both the programmes analysed had expected their teacher trainees to deliver lessons in the special as well as regular schools. The regular schools may or may not be having CWSN. One programme expects the teacher trainees to dedicate time in inclusive schools also as part of teaching practice.

School based project work expects work in the area of inclusive education (Yes/No):

S. No.	Response	Frequency
1.	Yes	2
2.	No	0

Analysis

Both the courses being analysed by workshop participants were reported to be encouraging students' teacher to have some project work in the area of inclusive education. The details are provided below:

- Case study/ IEP
- Classroom teaching observation
- Special School Visit
- Inclusive School Visit
- Internship in Special and Inclusive School for 6 weeks

The participants also justified the assignments related to inclusive classrooms by stating that "Nowadays teachers became inclusive education teachers which means education for all and education with all".

Criteria for inclusive pre-service teacher training degree programme:

Is the course programme preparing a teacher to-

S. No.	Criteria	Yes	No
1.	Identify the learning needs of students arising due to disabilities, gender, social and	2	0

	economical disadvantages		
2.	Do modifications in teaching learning activities based on the needs of students	2	0
3.	Teach in inclusive classroom rather than in segregated setting	1	1
4.	Make teaching learning and assessment activities accessible to all the students	1	1
5.	Work in collaboration with the special educator/resource/general teacher	1	1

Analysis

The pre service teacher training degree programmes were found to be satisfying the five point criteria for inclusive pre-service teacher training degree programmes developed by the DEGSN NCERT. However, the criteria was not fully satisfied as the participants themselves felt that the programmes need to work towards building team skills and expertise to work in collaboration with other professionals.

As far as comparison with other two streams of pre-service teacher training degree programs is concerned the RCI suggested B.Ed. Special education can be said to be little better than the B.Ed. general and B.Ed. physical education (B.P.Ed.).

Appendix I:

Report of Regional Sharing workshop for North-East States

**Organised at SCERT Assam, Guwahati, from 15th – 17th
March, 2016**

PART 1: Analysis summary of current Pre-service teacher training degree programmes in physical education offered by universities located in the North Eastern states

Table-1

Degree programme analyzed	Institute/ University	Mode
B. P. Ed. 2 year	1) Manipur University 2) Rajiv Gandhi University 3) Dibrugarh University	Regular
B. P. Ed. 4 year	4) Manipur University	Regular
Total=4		

Core Courses

Table-2

S. No.	Name of the course	Frequency
1.	Health Education <i>Health Education and Environmental Studies</i>	4
2.	History Principles and Foundations of Physical Education <i>Introduction and History of Physical Education</i>	4
3.	Organisation, Administration in Physical Education Management and Administration in Physical Education <i>Organisation and Administration</i>	4
4.	Measurement and Evaluation in Physical Education <i>Tests, Measurement and Evaluation</i>	4
5.	<i>Anatomy and First Aid</i> <i>Anatomy and Physiology</i> <i>Anatomy, Physiology, Sports Medicine, Athletic Care and Rehabilitation</i>	3
6.	Kinesiology and Biomechanics <i>Kinesiology</i>	2
7.	Sports Psychology and Sociology	2
8.	Research and Statistics in Physical Education	2
9.	Sports Training <i>Science of Sports Training</i>	2
10.	Educational Technology and Methods of Teaching in Physical Education <i>Educational Technology</i>	2

11.	<i>Adapted Physical Education</i>	2
12.	Yoga Education	2
13.	Computer Applications in Physical Education <i>Fundamentals of Computer and Information Technology</i>	2
14.	English	1
15.	Introduction to Social Science	1
16.	Environmental Studies	1
17.	Physiology	1
18.	Methods in Physical Education	1
19.	Professional Preparation	1
20.	Recreation	1
21.	Introduction to Correctives and Rehabilitation	1
22.	Management of Physical Education and Sports	1
23.	Fitness Management	1
24.	Contemporary issues in physical education, fitness and wellness	1
25.	Sports Nutrition and Weight Management	1
26.	Elementary Statistics and Computer Application in Physical Education	1
27.	Sports Medicine, Physiology and Rehabilitation	1
28.	Fitness and Wellness	1
29.	Introduction to Correctives and Rehabilitation	1
30.	Education Psychology	1

Analysis

During the workshop four courses were analysed by the participants. The project team collated the individual programme analysis and found that Adapted physical education was found to be part of only 2 programmes out of four programmes analyzed. However, 30 core courses were identified as part of the four programmes analysed by the participants.

Optional Courses

Table-3

S. No.	Name of the course	Frequency
1.	Officiating and Coaching	2
2.	Sports Nutrition and Weight Management Nutrition and Weight Management	2
3.	Olympic Movements	2
4.	Sports Medicine, Physiology and Rehabilitation	1
5.	First Aid and Safety Education	1
6.	Sports Psychology and Sociology	1
7.	Contemporary Issues in Physical Education Fitness and Wellness	1
8.	Educational Technology and Methods of Teaching in Physical Education	1
9.	Sports Management	1
10.	Sports Training	1
11.	Yoga Education	1
12.	Curriculum Design	1

13.	Communication Skills	1
14.	Theory of Sports and Games	1
15.	Adapted Physical Education	1

Analysis

In the four programmes analysed, all are offering optional courses related to various aspects of sports and games. Adapted physical education was found to be part of only one programme out of the four analysed. Further only one programme out of the four studied didn't have any optional theory course.

Inclusive education mentioned in the objectives of the programme

Table-4

S. No.	Observation	Frequency
1.	No	4
2.	Yes	0

Analysis

None of the B. P. Ed. programmes of different universities which have been analysed during the workshop include inclusive education in the objectives of the programme.

Objective of the courses with respect to inclusive education

Table-5

S. No.	Name of the course	Objective of the course	Frequency
1.	Adapted Physical Education	<ul style="list-style-type: none"> • To understand the meaning, need and importance of Adapted Physical Education • To enable the students to know the purpose, aims and objectives of Adapted Physical Education • To understand the Test, Measurement and Evaluation in Adapted Physical Education • To develop the Individual Education Programme of Adapted Physical Education • To understand the role of games and sports in disability and physical activity implications through Adapted Physical Education • Understand wide range of disabilities and associated characteristics • Understand how specific individual characteristics can influence movement skill functioning 	1

Analysis

Only one course out of 45 (30 core and 15 optional) studied had objectives which is overtly attempting to inculcate knowledge and awareness about inclusion, differently-abled students and steps to inclusion, among the teacher trainees. This course was an optional course and not the core course to be studied by all the teacher trainees in physical education.

Topic/ Theme/ Unit of the courses with respect to inclusive education

Table-6

S. No.	Name of the course	Topic/ Theme/ Unit of the course	Frequency
1.	Adapted Physical Education	Unit I- Introduction Unit II- Development of Individual Education Programme Unit III- Developmental Considerations of an Individual Unit VI- Individual with Unique Need and Activities	1

Analysis

None of the theory course apart from one optional course was found to have any mention about the CWSN, inclusion in education or the modifications required for CWSN for ensuring their participation in physical education.

Assignments/Projects w r t inclusive education

Table-7

S. No.	Name of the course	Assignments/Projects w.r.t. inclusive education
1.	Adapted Physical Education	1) Analyse and discuss in detail the causes of different types of disabilities 2) Visiting any institution specialized in case of children with disabilities

Analysis

The only one optional course out of the 45, comprising of the 4 programmes analysed were found to have assignments/projects related to CWSN. The scope of facilitating discussion and sensitivity among the teacher trainees existed in other theory courses. Say for example the course discussing about the Olympic can be made inclusive by discussing on para-olympic and how the changes in the games rule and required infrastructure was made to ensure the participation of CWSN.

(PRACTICUM)

Whether the Criteria for choosing schools for practice teaching mentioned in the programme guide:

Table-8

S. No.	Observation	Frequency
1.	Not Mentioned	3
2.	Mentioned	1

Analysis

The table above indicate that the criteria for choosing schools for practice teaching was mentioned in only 1 programme out of 4 programmes studied. The criterion mentioned also doesn't advocate choosing school having CWSN that is an inclusive school. The criterion was "availability" of the CBSE school.

Lessons prescribed in each school subject:

Table-9

S. No.	Observation	Frequency
1.	Prescribed	3
2.	Not Prescribed	1

Analysis

In the B.P. Ed. programme the practice teaching is little different from the student teaching in the B.Ed. and B.Ed. special education. In physical education the practice teaching is in the form of organization of sports and game events and coaching to various students. Hence the same was not divided into subject one and two like in the B.Ed. It was observed that three programmes have prescribed number of lessons to be delivered in the school though practice teaching was found to be part of all the programmes analyzed.

Teaching Practice Prescribed in:

Table-10

S. No.	Type of School	Prescribed	Not Prescribed
1.	Regular Schools	4	0
2.	Special Schools	0	4

3.	Inclusive Schools	0	4
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Analysis

The table above indicate mixed response regarding prescription of practice teaching in inclusive, special and regular schools. The responses are based on the workshop participant's interpretation of the suggestions mentioned in the programme guide and also of their understating of the three kinds of the schools.

School based project work expected in the area of inclusive education (Yes/No):

Table-11

S. No.	Response	Frequency
1.	Yes	2
2.	No	2

Analysis

Only two courses were reported to be encouraging students' teacher to have some project work in the area of inclusive education. This in reality might be dependent on the individual teacher educators' notion of CWSN, inclusive education and initiative to sensitize the student teachers.

Criteria for inclusive pre-service teacher training degree programme:

Table-12

S. No.	Criteria	Yes	No	No answer
	Is the course programme preparing a teacher to-			
1.	identify the learning needs of students arising due to disabilities, gender, social and economical disadvantages	0	2	2
2.	do modifications in teaching learning activities based on the needs of students	0	2	2
3.	teach in inclusive classroom rather than in segregated setting	0	2	2
4.	make teaching learning and assessment activities accessible to all the students	0	2	2
5.	work in collaboration with the special educator/resource/general teacher	2	0	2

Analysis

The table above indicates a picture that requires lot of work in the area of including CWSN in the physical education activities. Only one point of the criteria, was satisfied by two programmes out of the five analysed. The remaining four points were not satisfied by any of the programmes, as

indicated by participants no response and simply denying that the programme satisfies the criteria. However this is the perspective of the group/individual members analyzing their own university programme. The project team observed that the curriculum has been analysed with sympathy, as during the presentations the faculty members of various universities agreed that there is a lot which needs to be done and included in their pre-service teacher training degree programmes before the same can be said to be preparing teachers for inclusive classrooms. Even after analysing the programme with sympathy it turns out to be a not so rosy picture.

Part 2: Inferences and observations drawn from analysis of pre-service teacher training degree programmes offered by universities located in North Eastern states, in general education

Table-1

Degree programme analyzed	Institute/ University	Mode
B. Ed. 2 Year	1. Nagaland University 2. North Eastern Hill University 3. Mizoram University 4. Tripura University 5. Dibrugarh University 6. Rajiv Gandhi University 7. Sikkim University	Regular
B. Ed. 4 Year	8. Tezpur University	Regular
Total=8		

Core Courses

Table-2

S. No.	Name of the course	Frequency
1.	Assessment for Learning <i>Assessment and Evaluation</i> <i>Assessment of Learning</i> <i>Assessment and Evaluation of Learning</i>	7
2.	Languages Across the Curriculum	4
3.	Inclusive Education	4
4.	Understanding Discipline and Subjects	4
5.	Creating an Inclusive School	3
6.	Childhood and Growing Up <i>Foundation of Child Development</i> <i>Human Growth and Development</i>	3
7.	Education in Contemporary India	2

	<i>Contemporary India and Education</i>	
8.	Education: An Evolutionary Perspective	1
9.	Communicative English	1
10.	Basics in Computer Application	1
11.	Education and Development	1
12.	Environmental Education	1
13.	Learner and Learning	1
14.	Learner and Development	1
15.	Reading, Reflecting on Text	1
16.	Contemporary Issues in Education	1
17.	Teaching: Approaches and Strategies	1
18.	Classroom Organisation and Management	1
19.	Pedagogy: Assamese I and II	1
20.	Pedagogy: English I and II	1
21.	Pedagogy: Social Science I and II	1
22.	Development of Learner	1
23.	Pedagogy of School Subject: English	1
24.	Pedagogy of School Subject: Social Sciences	1
25.	Pedagogy of School Subject: Physical Sciences	1
26.	Pedagogy of School Subject: Biological Sciences	1
27.	Pedagogy of School Subject: Mathematics	1
28.	Cultural Basis of Schooling	1
29.	Social Basis of Education	1
30.	Foundation of Education	1
31.	Principles of Learning and Teaching	1
32.	Foundations of Knowledge and Curriculum	1
33.	Critical Understanding of ICT	1
34.	Knowledge and Curriculum	1
35.	Gender, School and Society	1
36.	Learning and Teaching	1
37.	School Organisation and Management	1
38.	Knowledge and Curriculum	1
39.	School Organisation and Management	1
40.	Understanding the Self	1
41.	Drama and Art in Education	1
42.	Education for Exceptional Children	1
43.	Problems of Education	1
44.	School Education North East India	1

Optional Courses

Table-3

S. No.	Name of the course	Frequency
1.	Guidance and Counselling <i>Guidance and Counselling in Education</i>	3
2.	Methodology of Teaching Geography	2

	<i>Teaching of Geography</i>	
3.	Methodology of Teaching Mathematics <i>Teaching of Mathematics</i>	2
4.	Methodology of Teaching History <i>Teaching of History</i>	2
5.	Health and Physical Education	2
6.	Environmental Education	2
7.	Understanding of Science	1
8.	Understanding of Mathematics	1
9.	Understanding of Social Sciences	1
10.	Understanding of Language	1
11.	Methodology of Teaching English	1
12.	Methodology of Teaching Physical Sciences	1
13.	Methodology of Teaching Life Sciences	1
14.	Teaching of General Science	1
15.	Teaching of Social Science	1
16.	Methodology of Teaching Social Sciences	1
17.	Educational Administration and Management	1
18.	Teaching of Assamese	1
19.	Peace Education	1
20.	Population Education	1
21.	Value Education	1
22.	Special Education	1

Inclusive education mentioned in the objectives of the programme

Table-4

S. No.	Response	Frequency
1.	Yes	6
2.	No	2

Analysis

Six B. Ed. programmes out of eight, which were studied during the workshop, mention inclusive education in the objectives of the programme. The participants also reported that the B. Ed. programme aims at producing such graduates who will emerge as confident and competent teachers for teaching in secondary schools. Develop suitable strategies and procedures for ensuring intellectual, physical and social development of learner.

Objective of the courses with respect to inclusive education

Table-5

S. No.	Name of the course	Objective of the course
1.	Gender, School and Society	<ul style="list-style-type: none"> To develop concept of gender and its related terms awareness sensitivity
2.	Childhood and Growing Up	<ul style="list-style-type: none"> Acquire knowledge on different stages of

		<p>development with its multi dimensional aspect</p> <ul style="list-style-type: none"> • Analyse the characteristics of development of children from socio-cultural and political background • Examine the impact of urbanisation and economic change on the development of adolescence • Understand the significance of gender, caste, social class and their influence on children • To enable teacher student to arrive at an understanding of how different socio-politico realities construct different childhoods, within children's lived contexts: family, school, neighbourhoods and community
3.	Inclusive Education	<ul style="list-style-type: none"> • Understand diverse backgrounds of the students • Policies on inclusive education • Create inclusive education environment • Strategies for inclusiveness • Students will be able to- Understand the changing definitions related to children with special needs • Understand the policies, initiatives and practices in the area of inclusion • Identify barriers of CWSN to learning and participation
4.	Language Across the Curriculum	<ul style="list-style-type: none"> • Understand that students come from different language background • Understand the dynamics of a multilingual classroom • Understand the use of multilingualism as a strategy in the classroom situation
5.	Assessment for Learning	<ul style="list-style-type: none"> • To implement laws pertaining to education of CWSN • To demonstrate knowledge of different perspectives in the area of education
6.	Learning and Teaching	<ul style="list-style-type: none"> • Understanding the mental health and socio-cultural adjustment of learners • Understand learning in and out of school
7.	Pedagogy of Science I	<ul style="list-style-type: none"> • Understand the nature and values of science • Familiarise the evolution science education • Understand the aims and objectives of teaching science • Understand the theoretical basis of constructivism and behaviourism • Identify/Examine the issues and problems in science teaching –learning g • Practice the pedagogic analysis of class 8th and 9th Science

8.	Pedagogy of Science II	<ul style="list-style-type: none"> • To enable the student teacher to- Understand the principles and approaches of organising curriculum • Organise co-curricular activities for teaching science • Understand strategies and methods of teaching science • Understand the importance of using models in teaching science • Plan effectively for instructions • Understand the relationship between teaching, learning and evaluation • Develop the tools of evaluation in science • Provide familiarisation with resources for teaching/ learning science
9.	Education for Exceptional Children	<ul style="list-style-type: none"> • After completion of this course the student teacher will be able to: • Acquire knowledge and understanding of exceptional children and their educational programmes • Acquire knowledge and understanding about characteristics of various types of disability and exceptionality • Acquaint themselves about roles of institutes, legislative provisions and agencies for the rights of exceptional children • Make themselves competent in dealing with exceptional children in the special classroom conditions

Analysis

9 courses out of the 66 studied (44 core and 22 optional courses) from 8 programmes had objectives, connoting the idea of inclusive education which will provide teacher trainees, basic knowledge and awareness about inclusion, differently-abled students and inclusive classroom practices. It was heartening to find the inclusive education in the objectives of pedagogy courses as these are the courses which relate learning of theory with the classroom practices with the field. Few objectives as well as the courses listed above may not appear to be inclusive in the first look but they are included in the table as they have scope for including discussion about CWSN and diversity. Further it was not possible to count the frequency of the courses as the same course in the programme of different university may not have the same objective. In addition to the analysis the participants also reported that the courses aim at –

- Developing understanding about the stages of development
- Analysing the theories of development and its educational implications
- Explaining individual Development
- Understanding the need and importance of guidance and counselling along with development of awareness among the student teachers about tests and techniques

- Developing a broad understanding and appreciate the significant contribution of modern science to the world of education
- Developing lesson plan for classroom transactional process
- Inquiring into the roles of teacher, schools community in the changing perspective of pedagogy
- Understanding the importance of systematic reform in achieving quality education
- Developing overall proficiency in English

Topic/ Theme/ Unit of the courses with respect to inclusive education

Table-6

S. No.	Name of the course	Topic/ Theme/ Unit of the course
1.	Education for Exceptional Children	<ul style="list-style-type: none"> • The course contents sufficient knowledge/ points on inclusive education for the trainees- to know and to equip themselves, and how to execute in the teaching learning process of their respective schools
2.	Childhood and Growing Up	<ul style="list-style-type: none"> • Principles of growth and development
3.	Language Across the Curriculum	<ul style="list-style-type: none"> • Language background of students
4.	Assessment for Learning	<ul style="list-style-type: none"> • Assessment of student with special needs and attitude of parents and teachers
5.	Pedagogy of Science I	<ul style="list-style-type: none"> • Nature and significance of science • Aims and objectives of teaching science • Science learning as generative process • Issues and problems in teaching learning science • Disciplines in science
6.	Pedagogy of Science II	<ul style="list-style-type: none"> • Science curriculum: approaches and aspects • Strategies, methods and models of teaching • Planning for teaching and evaluating learning process • Learning resources in science • Disciplines in science
7.	Learning and Teaching	<ul style="list-style-type: none"> • Teaching in a diverse classroom • Mental health and social adjustment
8.	Education in Contemporary India	<ul style="list-style-type: none"> • Educational heritage • Development of education after independence • Development in contemporary Indian education • Educational thinkers • National concern in education
9.	Cultural Basis of Schooling	<ul style="list-style-type: none"> • Nature of education process • Culture and education • School and community • Cultural analysis of education • Cultural basis of education
10.	School Organisation and	<ul style="list-style-type: none"> • Introduction to organisation and management

	Management	<ul style="list-style-type: none"> • Institutional planning • Management of time and resource • Management of school activities • School management and supervision
11.	Social Basis of Education	<ul style="list-style-type: none"> • Education, society, social system • Education and Socialisation • Group behaviour and group dynamics
12.	Inclusive Education	<ul style="list-style-type: none"> • Understand CWSN • Understanding inclusive education • Educational programmes for the following categories of children- LD, Slow Learners • Policies for providing inclusive setup • Strategies and practices for teaching in inclusive school • Supporting system to active inclusion
13.	Principles of Learning and Teaching	<ul style="list-style-type: none"> • Learning and motivation • Intelligence and creativity • Personality and individual differences of learners • Teaching learning process • Teacher Behaviour
14.	Gender, School and Society	<ul style="list-style-type: none"> • Introduction to gender, sex, difference between gender and sex • Gender inequality in terms of caste, tribe and religion • Socialisation and gender biases • Gender inequality in schools
15.	Creating an Inclusive School	<ul style="list-style-type: none"> • Understanding Children with Special Needs • Understanding inclusive school • Educational programme
16.	Peace Education	<ul style="list-style-type: none"> • Understanding conflict and violence • Human security and peace building
17.	Guidance and Counselling	<ul style="list-style-type: none"> • Counselling: meaning, nature, scope and objectives • Counselling techniques • Areas of counselling: family, parent, adolescent, counselling of girls, counselling of backward community children, counselling of Children with Special Needs

Analysis

Out of the 66 courses studied 17 courses were observed to have some content related to CWSN and inclusive education. Out of these 17 courses three courses are dedicated to inclusive education, creating inclusive schools and gender education. The participants also mentioned that the courses prepare students to

- Analyse education from global and national, committees towards the education of children with diverse roles
- Develop and understanding about the role and professional ethics of the counsellor
- Understand the concept and develop a sense of awareness about environmental education

- Utilize different approaches and methods in teaching sciences
- Learn the techniques for obtaining feedback for self evaluation and evaluation of students success in learning

Assignments/Projects w r t inclusive education

Table-7

S. No.	Name of the course	Assignments/Projects w.r.t. inclusive education
1.	Childhood and Growing Up	<ul style="list-style-type: none"> • Observation of various age group children • List down mal adjusted behaviour of adolescents (interview and case study) • Development of question bank • Observation on deviant children • Intelligence test: Administer a test of intelligence, analyse and prepare a report
2.	Language Across the Curriculum	<ul style="list-style-type: none"> • Communication problem
3.	Learning and Teaching	<ul style="list-style-type: none"> • Preparation of learner's profile based on cognitive and non-cognitive characteristics in order to depict individual difference • Analyse a case of maladjusted adolescent learner
4.	Creating an Inclusive School	<ul style="list-style-type: none"> • Write about any of the following: <ul style="list-style-type: none"> ✓ Children with special needs ✓ Report on inclusive school ✓ Roll of counsellor ✓ Special school ✓ Student with disability • Preparation of a teaching plan for accommodating special needs (any one type of disability) in regular classroom
5.	Foundation of Child Development	<ul style="list-style-type: none"> • Case study of a child • Identification of the problem of an adolescence 4or 5 children
6.	Education in Contemporary India	<ul style="list-style-type: none"> • Case study of SSA school • Case Study of SSA School/BRC/CRC
7.	Cultural Basis of Schooling	<ul style="list-style-type: none"> • A case study of classroom culture • A case study of a community school
8.	Gender, School and Society	<ul style="list-style-type: none"> • Visit school and study the sexual abuse • Gender biasness • Awareness programme for female education • Woman Education • Domestic violence • Prepare and present a seminar paper on: <ul style="list-style-type: none"> ✓ Free and Compulsory education act of 2009

		✓ Exclusion and discrimination in schools
9.	Inclusive Education	<ul style="list-style-type: none"> • Evaluate case study of a government/private school under the criteria of inclusion • CBR for 2 days • Writing a report on a visit to special/inclusive school • Group discussion on special children • To write assignment on different types of exceptional children and various programmes for them • Assignment on: <ul style="list-style-type: none"> ✓ Identification of slow learners ✓ Identification of learning disable in a class
10.	Guidance and Counselling	<ul style="list-style-type: none"> • Maladjusted behaviour • Case study • Depression • Anxiety and Phobia
11.	Assessment for Learning	<ul style="list-style-type: none"> • Visit any Inclusive school and report about school settings

Analysis

11 courses out of the 66 studied during workshop had assignments/projects related to inclusive education for involving the teacher trainees in case studies, field visits, report and reflective journal writing to understand the marginalised issues and diverse needs. The participants also suggested that lot of scope existed in the assignments for including CWSN concerns via

- Case study and field survey to assess the impact of family, peers, school
- Psychological testing
- Study of biodiversity of the locality and submitting the report
- Survey of restoration of environmental eradication of pollution
- Setup an experiment to show osmo-regulation in plants
- Study slides of different types of tissues both in plants and animals
- Interact with teacher students and community members to reflect on implementation of various policy
- Analysis of common behavioural problems in classroom, suggesting ways
- Survey of students on awareness of gender equality concerns

Specific CWSN concerns

Table-8

S.	Concerns about	Name of the Course	Frequency
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No.			Programme
1.	Blindness and low vision	4) Inclusive Education (Mizoram University) 5) Education for Exceptional Children (Rajiv Gandhi University) 6) Creating an Inclusive School (Tripura University) 7) Creating an Inclusive School (Nagaland University) 8) Special Education (Sikkim University) 9) Inclusive Education (Sikkim University)	5
2.	Hearing and speech impairment	4) Inclusive Education (Mizoram University) 5) Inclusive Education (Dibrugarh University) 6) Education for Exceptional Children (Rajiv Gandhi University) 7) Creating an Inclusive School (Tripura University) 8) Creating an Inclusive School (Nagaland University) 9) Inclusive Education (North Eastern Hill University) 10) Special Education (Sikkim University) 11) Inclusive Education (Sikkim University)	7
3.	Loco-motor disability and leprosy arrested	4) Inclusive Education (Mizoram University) 5) Education for Exceptional Children (Rajiv Gandhi University) 6) Creating an Inclusive School (Tripura University) 7) Creating an Inclusive School (Nagaland University) 8) Inclusive Education (Sikkim University)	5
4.	Cerebral palsy and muscular dystrophy	1) Inclusive Education (Mizoram University) 2) Education for Exceptional Children (Rajiv Gandhi University) 3) Creating an Inclusive School (Nagaland University) 4) Inclusive Education (Sikkim University)	4
5.	Autism, intellectual disability and mental illness	3) Inclusive Education (Mizoram University) 4) Inclusive Education (Dibrugarh University) 5) Education for Exceptional Children (Rajiv Gandhi University) 6) Creating an Inclusive School (Tripura University) 7) Creating an Inclusive School (Nagaland University) 8) Inclusive Education (North Eastern Hill University) 9) Special Education (Sikkim University) 10) Inclusive Education (Sikkim University)	7

6.	Multiple disabilities, deaf blindness and multiple sclerosis	<ol style="list-style-type: none"> 1) Inclusive Education (Dibrugarh University) 2) Education for Exceptional Children (Rajiv Gandhi University) 3) Creating an Inclusive School (Tripura University) 4) Creating an Inclusive School (Nagaland University) 5) Inclusive Education (North Eastern Hill University) 6) Special Education (Sikkim University) 7) Learner and Learning (Tezpur University) 	7
7.	Learning Disability	<ol style="list-style-type: none"> 1) Inclusive Education (Mizoram University) 2) Education for Exceptional Children (Rajiv Gandhi University) 3) Creating an Inclusive School (Tripura University) 4) Creating an Inclusive School (Nagaland University) 5) Inclusive Education (North Eastern Hill University) 6) Special Education (Sikkim University) 7) Learner and Learning (Tezpur University) 	7
8.	Gifted and Talented learners	<ol style="list-style-type: none"> 1) Inclusive Education (Mizoram University) 2) Inclusive Education (Dibrugarh University) 3) Education for Exceptional Children (Rajiv Gandhi University) 4) Creating an Inclusive School (Nagaland University) 5) Inclusive Education (North Eastern Hill University) 6) Development of Learner (Sikkim University) 7) Learner and Learning (Tezpur University) 	7
9.	Slow learners	<ol style="list-style-type: none"> 1) Inclusive Education (Dibrugarh University) 2) Creating an Inclusive School (Tripura University) 3) Creating an Inclusive School (Nagaland University) 4) Inclusive Education (North Eastern Hill University) 5) Development of Learner (Sikkim University) 6) Learner and Learning (Tezpur University) 	6
10.	Scheduled castes; Scheduled Tribes and Minorities	<ol style="list-style-type: none"> 1) Inclusive Education (Mizoram University) 2) Gender, School and Society (Mizoram University) 3) Inclusive Education (Dibrugarh University) 4) Problems of Education (Rajiv Gandhi University) 5) Childhood and Growing Up (Tripura University) 6) Creating an Inclusive School (Nagaland University) 7) Cultural Basis of Education (North Eastern 	8

		Hill University) 8) Education in Contemporary India (Sikkim University) 9) Contemporary Issues in Education (Tezpur University)	
11.	Economically Deprived	1) Inclusive Education (Mizoram University) 2) Inclusive Education (Dibrugarh University) 3) Childhood and Growing Up (Tripura University) 4) Creating an Inclusive School (Nagaland University) 5) Cultural Basis of Education (North Eastern Hill University) 6) Education in Contemporary India (Sikkim University) 7) Contemporary Issues in Education (Tezpur University)	7
12.	Multilingualism	1) Language Across Curriculum (Mizoram University) 2) Creating an Inclusive School (Nagaland University) 3) Cultural Basis of Education (North Eastern Hill University) 4) Education in Contemporary India (Sikkim University) 5) School Education North East India (Tezpur University)	5
13.	Gender	1) Inclusive Education (Mizoram University) 2) Inclusive Education (Dibrugarh University) 3) Childhood and Growing Up (Tripura University) 4) Gender, School and Society (Tripura University) 5) Creating an Inclusive School (Nagaland University) 6) Gender, School and Society (Nagaland University) 7) Education in Contemporary India (North Eastern Hill University) 8) Learning and Teaching (Sikkim University) 9) Contemporary Issues in Education (Tezpur University)	7
14.	Individual Differences	1) Childhood and Growing Up (Mizoram University) 2) Inclusive Education (Dibrugarh University) 3) Human Growth and Development (Rajiv Gandhi University) 4) Childhood and Growing Up (Tripura University) 5) Creating an Inclusive School (Nagaland University) 6) Gender, School and Society (Nagaland University) 7) Principles of Learning and Teaching (North	8

		Eastern Hill University)	
		8) Learning and Teaching (Sikkim University)	
		9) Learner and Learning (Tezpur University)	

Analysis

The table above reveals that the issues of SC/ST minorities and individual differences was addressed by all the universities (8 universities) who participated in the general education syllabus analysis, followed by the issues of hearing and speech impairment, autism, intellectual disability and mental illness, multiple disabilities, deaf blindness and multiple sclerosis, learning disability, gifted and talented learners, economically deprived gender which 7 out of 8 universities attempted to address. The issues related with cerebral palsy and muscular dystrophy was found to be addressed only in 4 programmes out of the 8 studied.

The next logical question was to look for university attempted to address all the 14 issues in pre-service teacher training degree programme and the table 9 was generated.

Table-9

S. No.	University Name	Frequency
1.	Mizoram University	12
2.	Rajiv Gandhi University	10
3.	Tripura University	11
4.	Nagaland University	14
5.	Sikkim University	14
6.	Dibrugarh University	9
7.	North Eastern Hill University	11
8.	Tezpur University	9

Analysis

The table 9 indicates that two programmes out of the eight programmes analysed was making trainee teachers aware of the all 14 issues mentioned in the table 8. This was followed by another university taking care of 13 concerns.

(PRACTICUM)

Whether the Criteria for choosing schools for practice teaching mentioned in the programme guide:

Table-10

S. No.	Observation	Frequency
1.	Not Mentioned	6
2.	Mentioned	2

Analysis

The table 10 above indicate that the criteria for choosing schools for practice teaching was mentioned in 2 programmes out of the 8 programmes studied. Though no details about the criteria for choosing schools for practice teaching was provided by the participants overtly but from the discussion it could be inferred that schools were mostly selected on the basis of availability.

How many lessons prescribed in each school subject:

b) Subject 1 and subject 2

Table-11

University Name	No. of Lessons
Mizoram University	30
Rajiv Gandhi University	20
Tripura University	40 (only one subject is offered)
Nagaland University	30
Sikkim University	Not Clear
Dibrugarh University	20
North Eastern Hill University	30
Tezpur University	N. A.

Analysis

The universities have mostly followed the guidelines given by the NCTE in this regard. However, instead of one course in pedagogy, most universities have decided to retain the past practice of two pedagogy courses in contrast to one as suggested by the NCTE.

Teaching Practice Suggested in:

Table-12

S. No.	Type of School	Suggested	Not Suggested
1.	Regular Schools	8	0
2.	Special Schools	1	7
3.	Inclusive Schools	0	8

Analysis

The table above indicate mixed response regarding practice teaching in inclusive, special and regular schools. The responses are based on the workshop participant's interpretation of the suggestions mentioned in the programme guide and also of their understating of the three kinds of the schools. Since the programme is meant to prepare regular subject teachers for teaching in regular schools, hence the programme might not have given a thought to inclusive schools and providing experience of teaching in an inclusive school.

School based project work expects work in the area of inclusive education (Yes/No):

Table-13

S. No.	Response	Frequency
1.	Yes	8
2.	No	0

Analysis

All the eight programmes were reported to be encouraging students' teacher to have some project work in the area of inclusive education. The details of the course under which projects related to CWSN was mentioned, were also provided by the participants of the workshop, these are:

North Eastern Hill University

- Identification of slow learners, learning disabled child in the class

Sikkim University

- School study
- Communication in Study
- ICT in Education

Dibrugarh University

- Writing a report on a visit to special/inclusive school
- Group discussion on special children

Rajiv Gandhi University

- Identification of different types of exceptional children
- Study the various programmes for exceptional children by the government and NGOs

Tripura University

- During their teaching practice all the student teachers are supposed to observe 2 CWSN who are studying in the school and there by submitting a report on those 2 CWSN children.

- CBR
- Report on initiatives and provides for CWSN under the ASSA and RMSA

The participants from Tezpur and Nagaland universities didn't mention the details.

Criteria for inclusive pre-service teacher training degree programme:

Is the course programme preparing a teacher to-

Table-14

S. No.	Criteria	Yes	No
1.	Identify the learning needs of students arising due to disabilities, gender, social and economical disadvantages	8	0
2.	Do modifications in teaching learning activities based on the needs of students	5	3
3.	Teach in inclusive classroom rather than in segregated setting	4	4
4.	Make teaching learning and assessment activities accessible to all the students	6	2
5.	Work in collaboration with the special educator/resource/general teacher	3	5

Analysis

The table 14 above depicts more number of universities in the column of “yes” rather than in “no” indicating maximum universities fulfilling one or few points of the five point criteria for inclusive pre-service teacher training degree programmes. The first point of the criteria related to identifying the learning needs of students arising due to disabilities, gender, social and economical disadvantages was fulfilled by all the 8 programmes analysed, 5 out of 8 analysed programmes were satisfying the second point which was related to modifications in teaching learning activities based on the needs of students. 3 programmes out of 8 analysed are teaching the student teachers to work in collaboration with the special/resource teacher and physical education teacher.

D. El .Ed (1st semester)

SEMESTER I

Paper I – This paper deals with theories as well as socio-cultural issues related to children and childhood. Here, the aim is to build sensitivity towards children’s development needs and capabilities within their socio-cultural context without bringing inclusive education directly. Though the paper provides some scope for the teacher to bring the concept of inclusion in the Unit 1.2 (study of Development) and 1.3 (Gathering data about children from different context)

Paper II – This paper contains ample scope to deal with the inclusive education for example- Unit 2 (2.2), (2.4) and all the bullets of Unit 4.

Paper III and IV

This paper mainly deals with education, society, curriculum and learners and towards Understanding the self respectively. Though paper III deals with the issues of societal inequality and conflict and address the demands for equality, justice, freedom, dignity and diversity. Paper IV does not provide any scope to include inclusive education.

Paper V

This paper is on Pedagogy across the Curriculum and provides no scope to deal with concept of inclusive education.

Paper VI

This paper contains some scope to deal with the concept of our interest. Unit 1 Nature of language, (1.1 bullet no.6) Unit 1.3 Relationship of Language and society (bullet no.3) Unit 1.4 Nature of Multi-lingualism.

Paper VII and Paper VIII are the subjects that deal with Mathematics teaching and English teaching respectively. These papers are on methodology.

Paper IX

The aim is to reflect on their, own knowledge of other core subjects at the primary level.

Paper X is on children’s physical and education health, school Health and Education.

Paper XI deals with Art and Creative Education.

Paper XII is about Work and Education

These papers are basically on Methods and scope; hence provide a letter scope to bring inclusive education.

SEMESTER II

Paper I (Cognitive, learning and the Socio-cultural Context)

This paper does not deal directly with inclusive education but scope has been provided to apply various theories to know how children learn and how learning and cognition are understood by theorists. It will help the teacher become more of a supporter and facilitator rather than instructor.

Paper II (Teacher identity and School culture)

This paper mainly deals with the development of professional capacities and attitudes that will facilitate the teaching-learning process. Here, the concept of inclusive education can be brought but the irony is that no such concept is covered in the paper except in Unit 2 (Workshop Themes) bullet no. 2

Paper III (School Culture, Leadership and Change)

In this paper Unit 3 (Last two bullets) deals with inclusive education.

Paper IV (Pedagogy of Environmental Studies)

The content of the paper is related to concepts in science and social science and provides opportunity to the teachers to help them to face challenges on their own conceptual understanding and identity misconception. But no opportunity is provided to inclusive education.

Part V (Language Teaching)

This paper deal with methods and pedagogy of teaching only

Paper VI (English Teaching)

Unit 1, bullet 3 and Unit 2 bullet 2 has the concept of inclusive education.

Paper I

It provides ample scope to bring inclusive education in this paper. For example, in Unit 4 (Children as Diverse Learners) bullet points 4.1 and 4.2 respectively. Unit 5 - (Contexts of Socialization) bullet no. 4 and 5.

Paper II (Contemporary Indian society with special reference to Assam,)

Paper III (Education, society, curriculum and learners)

Paper IV (Towards understanding the Self),

Paper V (Pedagogy Across the curriculum)

Paper II, III, IV and V basically deals with method and concepts hence no scope provided for inclusive education.

Paper VI (Understanding Language and Early Literacy) this paper deals with method and concept respectively.

Paper VII is on teaching of Mathematics (Mathematics education for the primary school child).

Paper VIII is on proficiency in English.

Paper IX is on Information and Communication technology. Therefore no scope is provided for inclusive education.

Paper X

Though this paper is on the mode of transacting the course but it contains theoretical study as well as practical work. Unit 4 of this paper (Health of children in the context of school, deals with inclusive education, e.g. mental health etc.)

Paper XI (Art and Creative Education) and paper XII (Work and Education) provided no scope for inclusive education.

Paper VI English Teaching (Part-B)

There is scope to bring the concept of inclusive education in the mode of transaction part.

Paper VII Social Science Teaching (Part-B)

No scope in practicum; no.3

Paper VIII- Mathematics Teaching (Part-B) and paper IX- Science teaching (part-B) provides no scope for inclusive education.

Paper X- Diversity, Gender and Inclusive Education (Part-B)

This paper deals as the name suggests with inclusive education.

Paper XI- Children's physical and emotional health, school health and education (Part-B)

This paper reflects directly on inclusive education. e.g., Unit no.8; bullet 2 and 3, practical work-bullet no.1 and 2.

Paper XII- Art and creative education

Paper VII (Social Science teaching), **Paper VIII** (Mathematics teaching), paper IX (Science teaching) does not contain any topics on inclusive education. These papers deal on methods/approaches and concepts.

Paper X (Diversity, Gender and Inclusive Education) the paper itself on inclusive education. There are 3 units dealing with-inclusive education, children with special needs and diversities in classroom.

Paper XI, Paper XII and Paper XIII does not provide any scope for inclusive education.

SEMESTER III

Paper I (Cognitive, learning and the Socio-cultural Context)

This paper does not deal directly with inclusive education but scope has been provided to apply various theories to know how children learn and how learning and cognitive are understood by theories. It will help the teacher become more of a supporter and facilitator rather than instructor.

Paper II (Teacher identity and School culture)

This paper mainly deals with the development of professional capacities and attitudes that will facilitate the teaching-learning process. Here, the concept of inclusive education can be brought but the irony is that no such concept is covered in the paper except in Unit 2 (Workshop Themes) bullet no. 2

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Paper IV (Pedagogy of Environmental Studies)

The content of the paper is related to concepts in science and social science and provides opportunity to the teachers to help them to face challenges on their own conceptual understanding and identity misconception. But no opportunity is provided to inclusive education.

Part V (Language Teaching)

This paper deal with methods and pedagogy of teaching only

Paper VI (English Teaching)

Unit 1, bullet 3 and Unit 2 bullet 2 has the concept of inclusive education.

SEMESTER IV

Paper I- Cognition, learning and the socio-cultural context (Part-B)

Paper II- Teacher, Identity and School culture (Part-B)

Paper 1- Unit 3 bullet no.5 and no.6 deals with inclusive education.

Paper III- School culture, leadership and change (Part-B). Two topics of Unit 5 reflect inclusive education.

Paper IV –Pedagogy of Environmental Studies (Part-B)

Concept of inclusive education is not reflected in Unit no.7; Bullet 1.there is also scope of extension.

Suggestions

Semester I and Semester II

Paper I – Childhood and Development of Children (Part A, B)

Suggestions as per guidelines-scope should be provided to assess the CWSN on various disciplines and indicators to assess their developmental domains need to be recognized in these papers.

Paper -II Contemporary Indian society with special reference to Assam (Part A, B)

Ample scope has been given n this paper (Paper A) to deal with inclusive education.

Part B of this paper can give some input on handling of CWSN by referring to diversities of Assam in respect of religion, caste, race, language, culture etc.

Status of education policies, legislations, recommendations of various commissions with respect to children with special needs may be included.

Paper III Education, society, curriculum and learners (Part A, B)

The present century demands the need to understand and interface between education and society to deal with the issues of prevalent societal inequality and conflict and address the demands of equality, justice, freedom, dignity and diversity. We can bring inclusive education in this paper. We can bring a linkage of philosophical theories and concepts offered by various educationists and thinkers from time to time with inclusive education.

Paper IV -Towards understanding the Self (Part A, B)

The main aim of this paper is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives.

Paper V- Pedagogy Across the curriculum (Part A, B)

The scope of this paper could be broadened by understanding education in relation to modern values, equity, equality, individual opportunity and social justice, etc with special focus on CWSN and inclusive practices.

Paper VI (Understanding Language and Early Literacy (Part A, B) and

Paper VIII is on proficiency in English (Part A, B)

These papers contain issues of multilingualism. It can also include topics to sensitize inclusive education. With the help of Braille script, sign language, dance, songs, pictures as a means of enhancing communication between individuals.

Paper IX is on Information and Communication technology.

The trainee teachers may be taught how to use ICT for making their classes effective and interactive. They may also be encouraged to learn how to meet the special learning needs of students using ICT.

Paper X- Children's physical and emotional health, school health and education (PartA-B)Relationship of physical education with general education as well as inclusive education can be discussed.

Paper XI -Art and Creative Education (PartA, B) and

Paper XII Work and Education (PartA, B)

The concept of inclusive education can be reflect in various art forms like- skit and drama, role play, art and paintings, posters, etc.

Appendix J:

CURRICULUM FRAMEWORK FOR THE NCTE TWO-YEAR B.ED. PROGRAMME

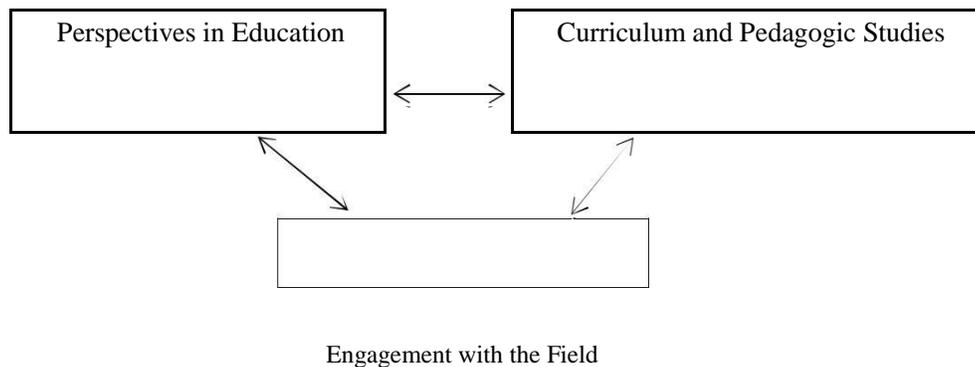
CURRICULUM FRAMEWORK FOR THE NCTE

TWO-YEAR B.ED. PROGRAMME

This document presents the course structure for the NCTE Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

CURRICULAR AREAS

The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows:



I. Perspectives in Education

Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the six courses to be transacted in the two year period, under the curricular area of Perspectives in Education:

- Course 1** Childhood and Growing Up
- Course 2** Contemporary India and Education
- Course 3** Learning and Teaching
- Course 6** Gender, School and Society (1/2)
- Course 8** Knowledge and Curriculum
- Course 10** Creating an Inclusive School (1/2)

The course on 'Childhood and Growing up' shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'Teaching and Learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning. 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course on 'Creating an Inclusive School' shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

II. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at one/ two levels of school. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include

- Course 4** Language across the Curriculum (1/2)
- Course 5** Understanding Disciplines and Subjects (1/2)

Course 7(a &b) Pedagogy of a School Subject

Course 9 Assessment for Learning

Course 11 Optional Course*(1/2)

These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicate meaningfully with children.

Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, or an additional pedagogy course (in another subject at the secondary level or the same subject at the higher secondary level).

III. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus

School Internship

Courses on Enhancing Professional Capacities (EPC)

Course *EPC 1*: Reading and Reflecting on Texts (1/2)

Course *EPC 2*: Drama and Art in Education (1/2)

Course *EPC 3*: Critical Understanding of ICT (1/2)

Course *EPC 4*: Understanding the Self (1/2)

ANNUAL DISTRIBUTION OF THE COURSES

Year 1

(Semester wise distribution of the courses is attached as Appendix 1)

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India and Education	100 marks
Course 3	Learning and Teaching	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subjects (1/2)	50 marks
Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject –Part I (1/2)	50 marks
Course EPC 1	Reading and Reflecting on Texts (1/2)	50 marks
Course EPC 2	Drama and Art in Education (1/2)	50 marks
Course EPC 3	Critical Understanding of ICT (1/2)	50 marks
Engagement with the Field: Tasks and Assignments for Courses 1-6 & 7a		_____
		Total- 650 marks

Year 2

Course 7b	Pedagogy of a School Subject – Part II (1/2)	50 marks
Course 8	Knowledge and Curriculum	100 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course* (1/2)	50 marks
Course EPC 4	Understanding the Self (1/2)	50 marks

**School Internship 250 marks Engagement with the Field: Tasks and Assignments for
Courses 7b & 8-10 _____**

Total- 650 marks

Note:

- $\frac{1}{2}$ indicates a half paper which is allocated both half the time of effective hour per week and also half the marks assigned to a full paper
- ***Optional Courses can be from among the following – Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, etc. and can also be an additional pedagogy course** (for an school subject other than that chosen for course 7 (a&b) at the secondary level ,or the same school subject at the higher secondary level).**

****Teacher education institutes/university departments can make arrangements to offer an additional pedagogy course for (i) a second school subject at the secondary level for interested student – teachers who have undertaken adequate number of courses in that subject during their graduation or (ii)the same school subject as in course 7 but at the higher secondary level for student – teachers with a post graduate degree in that subject .**

DETAILED COURSE OUTLINE

Engagement with the Field – the Self, the Child, Community and School

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 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 and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment for Engagement with the Field shall be 100 %.

This curricular area of Engagement with the Field would serve as an important link between the other two broad areas and the field, through its three components:

a) *Tasks and Assignments that run through all the courses as indicated in the structure and its year wise distribution*

The two curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. 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, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community. The community based engagement may also include oral history projects with a particular community of artisans as part of the course on 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment based projects to address concerns of a particular village/city or a community.

b) *School Internship*

Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. 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, organisation 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. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include

peer observations, teacher observations and observations of interns' lessons by faculty. 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, if the institute wants to provide an opportunity to

understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. 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. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

c) *Courses on Enhancing Professional Capacities (EPC)*

Throughout the programme several other specialised courses shall be offered to enhance the professional capacities of a student-teacher. The EPC courses shall be internally assessed and are as follows:

Course *EPC 1*: Reading and Reflecting on Texts (1/2)

Course *EPC 2*: Drama and Art in Education (1/2)

Course *EPC 3*: Critical Understanding of ICT (1/2)

Course *EPC 4*: Understanding the Self (1/2)

A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege participation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music, drama and yoga. These courses shall offer opportunities to self-reflect, study issues of identity, interpersonal relations, while viewing schools as sites for social change; developing social sensitivity and the capacity to listen and empathise.

COURSE DETAILS

Course 1: Childhood and Growing Up

This course offers an introduction to the study of childhood, child development and adolescence (Sharma, 2003). It aims to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds (Saraswathi, 1999). The main focus in the course would be to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts:

family, schools, neighbourhoods and community.

The course builds an interdisciplinary framework to interpret and analyse observations and interactions. The theoretical frames would be drawn from cross-cultural psychology, sociology and anthropology to bring together theories of child development and crucial aspects from the construct of childhood, which has political, social and cultural dimensions.

The students would read about theories of child development, childhoods and adolescence as constructed in different social-economic and cultural settings. The course would importantly include perspective building on the issues of marginalization, of difference and diversity, and stereotyping. These ideas would be revisited in other courses too; but are posited here to essentially underline children's lived experiences; for instance, living in an urban slum, growing up as a girl and growing up in a dalit household (Mishra, 2007; Nambissan, 2009; Parry, 2005; Rampal & Mander, 2013).

The concept of adolescence would be situated in realistic and contextual frames. Do children across different cultures experience adolescence similarly? How does urbanisation and economic change impact its construction and experience? Representations of gender, class and poverty in media can be brought to the classroom to understand lived realities, assumptions of notions of childhood and stereotypes. This course also may provide windows into looking at ideas of work and

childhood; children in difficult circumstances and an understanding of them; with a critical deconstruction of significant events that media highlights and creates.

The pedagogy draws from student teachers themselves, readings about childhood from diverse contexts, and engaging with children. The course posits the student-teachers as a resource themselves, as they bring their own experiences to the classroom discussions. Opportunities would be provided to engage with children's

lived realities in many ways: through biographies, stories, narrations of growing up in different cultures, observations about children by parents and teachers, children's diaries, testimonies and the media.

The two important field based components would be to observe children in their natural settings, especially at play (or in a community setting), and to interact with children using activities as a base to establish rapport. These would help student-teachers to critically understand how their observations relate to the theories they have learnt and also to situate their learnings in realistic frames.

The assessment of the paper could be organized around student-teachers' developing capacities to look at, understand, interpret notions about children and childhood, about growing up in realistic contexts and arriving at a critique of the universalistic normative notions of childhood and children and adolescents; to be able to interpret how gender, caste and social class may impact the lived experiences of children.

Course 2: Contemporary India and Education

This course will enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools. The course will include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc. The course will focus on two broad themes:

- A) Diversity, Inequality and Marginalisation in Society and the implications for Education**
- B) Policy frameworks for Public Education in India**

- A) Diversity, Inequality and Marginalisation in Society and the implications for Education**

Student-teachers will engage with the concept of social diversity – how it enriches our life and at the same time poses challenges for universal education (NCERT, 2006a, 2006b, 2006c, 2006d). Diversity exists at many levels, at the level of the individual, of regions, languages, religions, castes, tribes, etc. Diverse communities and individuals have diverse knowledge and experience bases and also place different sets of demands from education (Ilaiyah, 1996; *Letter to a Teacher*, 1970). Education also has a role in grooming children to respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully and justly.

The student-teachers will study the Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) in order to critically understand the ‘constitutional values’ related to the aims of education. They will thus engage with concepts relating to inequality, discrimination, marginalization (Govinda, 2011) that not only stand in the way of universalisation of education (De, Khera, Samson, & Shiva Kumar, 2011; The PROBE Team, 1999) but also impede the fulfillment of the Constitutional promise of freedom, justice, equality and fraternity.

- B) Policy Frameworks for Public Education in India**

Under this theme the student-teachers will learn about policy debates over time, the implementation of policies and the actual shaping of school education through interaction of various policy imperatives, financial allocations, field conditions and pressures exerted by diverse social groups. The course will begin with contemporary issues and policies and trace some of these back in time to understand the debates in the pre-independence period (Pathak, 2013). For instance, the discourse on the Right to Education (GOI, 2009; Raina, 2010), Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children; the role and agency of teachers in the context of universal and inclusive education (Batra, 2005; R.

Govinda & Josephine, 2004); earlier policies for universal elementary education; Nayee Taleem (Hindustani Talimi Sangh, 1938; Sykes, 1987) to integrate life, work and education, in the context of community participation and development; the response of diverse social groups of India to the spread of modern education in the colonial and post-independence periods; education of marginalized groups like women, dalits and tribal people (Chakravarti, 1998) ; nationalist critique of colonial education and experiments with alternatives (Kumar, 2013; Ghosh, 2007; Zastoupil & Moir, 1999).

Similarly, in the context of language policies, the course will connect with Course 4 (Language across the Curriculum) and span current research on multilingual education, debates on the medium of schooling, from the present to the preceding developments of the Three Language Formula, the constitutional provisions, and the colonial debates on school language policies (Naik, 1982; Naik & Nurullah, 1974; Scrase, 2002).

The course will also look at the Kothari Commission (GOI, 1966) recommendations and their implementation in the context of planned industrialization; National Policy on Education 1986, its review (GOI, 1992), the subsequent context of liberalization and globalization of the Indian economy; pedagogic and curricular shifts of 1990s and 2000s. It will review the Mid Day Meal programme and the role of legislative action to ensure nutrition and a public space where children eat together, transcending caste, religion, class and gender, as stressed by the order of the Supreme Court (More details on <http://www.righttofoodcampaign.in/>). Current concerns relating to plebiansation, privatization, and stratification of education will be located in the larger context of what is happening across the world (Hill & Roskam, 2009).

Course 3: Learning and Teaching

This is a core course that brings together perspectives from many other courses and draws upon theoretical frames from psychology, philosophy, sociology, and language learning. It offers a site for prospective teachers to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them (Olson & Bruner, 1996). Learning encompasses many dimensions: knowledge, skills, values, beliefs, attitudes and habits. Student-teachers will understand theories of learning as conceptualized currently within psychology and cognitive science (Mukunda, 2009; Piaget, 1997; Vygotsky, 1997). They will engage critically with theories that reduce learning to behavioural and testable components, which have been influential in education, but which narrowly limit the perspective on education (Erlwanger, 1973).

The centrality of curiosity, interest, active engagement and inquiry in learning at all levels will be emphasized. Student-teachers will engage theoretically and through observation with the notion of learning as construction of knowledge (NCERT, 2005; Phillips, 1995). They will also investigate the differences and connections between learning in school and learning outside school (Rampal, 2003; Rogoff, Baker-Sennett, Lacasa, & Goldsmith,

1995). Finally, they will form strong images of what powerful learning in a classroom can be, its relationship with learners' motivation, and develop analytical tools to understand such learning.

Reflection on learning will therefore have the following broad components:

- § **Understanding learning: socio-cultural and cognitive processes**
- § **Understanding the learner**
- § **Learning in and out of school**

Student-teachers will appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching (Holt, 1964). They will critically question the widespread belief that teaching is telling (informing/demonstrating), and understand culturally responsive teaching approaches that support learning (Ladson-Billings, 1995; Plato, 2009). They will explore the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise, that cannot be reduced to techniques (Carr, 2005 Chapter 2; Lampert, 2001).

Values, personal relationships between teacher and learners, relationships among the learners themselves, autonomy, self-esteem and freedom experienced by learners, all shape and are shaped by the work of teaching. Student-teachers will analyse teaching as a profession, reflect on their beliefs and practices, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth (Shulman, 1986; Kosnick and Beck, 2009). Reflection on teaching will hence have the following broad components:

§ Teaching as a complex activity

§ Analysing teaching in diverse classrooms

§ Teaching as a profession

Modes of transaction: The course will involve students integrating the study of academic texts with visits to schools and other field sites, and the analysis of a variety of records of learning and teaching. These should include videos of lessons, examples of children's work, records that capture a variety of images of learning and teaching. Student participation will be in an inquiry mode, involving planning exploration, sharing and reflecting, analytical writing, and studying teachers' diaries (Badheka, 2006; Bhatt, n.d.).

Course 4: Language across the Curriculum

In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. Assumptions about the language and literacy background of students influence classroom interactions, pedagogical decisions and the nature of students' learning. Thus, it is important to understand their language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area. Several studies have shown that Indian students perform weakly in reading comprehension (Sinha, 2000). This in itself should be a crucial concern of all teachers.

Therefore student-teachers will need to be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.

The focus of the course will be under three broad areas:

- 1) Understanding the language background of students, as first or second language users of the language used in teaching the subject. The aim will be to create sensitivity to the language diversity that exists in the classrooms.

This will be based on theoretical understanding of multilingualism in the classroom (Agnihotri, 1995); the home language and school language; the power dynamics of the 'standard' language as the school language vs home language or 'dialects'; Deficit theory (Eller, 1989); Discontinuity theory.

- 2) To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.

The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control (Thwaite & Rivalland, 2009).

- 3) To understand the nature of reading comprehension in the content areas (informational reading). Writing in specific content areas with familiarity of different registers should also receive attention.

Reading in the content areas – social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies for children – note-making, summarizing; making reading-writing connections; process writing; analyzing children’s writings to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

Course 5: Understanding Disciplines and Subjects

This course will enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of disciplines, with some discussion on the history of the teaching of subject areas in schools (Montuschi, 2003; Porter, Porter, & Ross, 2003). School education revolves around certain disciplinary areas like Language, Math, Social Science, Science etc. There have been debates about the role of such disciplinary knowledge in the overall schema of the school curriculum by philosophers like John Dewey.

Disciplines and school subjects are not ‘given’ but are products of history and geography - they emerged in particular social, political and intellectual contexts , especially over the last two centuries, and have been constantly redefined and reformulated (Goodson & Marsh, 2005). During the last fifty years or so most disciplinary areas, especially social science, natural science and linguistics have undergone a sea change. The questions that

were asked, the methods of study and validation of knowledge etc. have changed substantially. The notion of knowledge as being firm and objective, impersonal and with a coherent structure is a product of particular social and political contexts and is now seen in a more diverse, dialogical, subjective, fluid and porous frame. Even those areas of disciplinary knowledge such as mathematics, earlier considered ‘culture free’ and ‘universal’, are now seen through socio-cultural perspectives, and there have been attempts towards redefinitions of the school subject, also with concern for social justice.

It is increasingly recognised that for teachers to know a school subject they must know the ‘theory of content’ – how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it. The inclusion or exclusion of a subject area from the school curriculum too has had a social history. For instance, the introduction of primary science in the British school system in the late nineteenth century privileged a decontextualised abstract curriculum over the

prevailing alternative of 'Science of the Common things' for the working classes, owing to pressure from dominant social groups (Hodson, 1987). In India, modernist thinkers like Rammohun Roy hoped that western Science and Math and Philosophy would be taught in schools and colleges so that Indians could learn about recent developments in these areas. In contrast the actual school curriculum as it developed emphasised the teaching of language, history and civics instead, as they were better vehicles of colonial indoctrination. In contrast in the post- Independence era the government placed importance on the teaching of science and math, which are now internationally being considered the vehicles of national development. However, the content as developed by subject experts is usually considered worth teaching and very little attention is paid to drawing upon the experience of children, their communities, their natural curiosities or even to the methods of study of the subjects. Thus there is a particular imagination of the subject, content and children implicit in the way curriculum and syllabus and text books are designed, which teachers will learn to examine.

Current discourses on school curricula challenge the notion of the 'disciplinarity doctrine' where school subjects are designed in a purely discipline-oriented, not learner-oriented manner, even though students may not pursue those after school. This design of school subjects also leaves out other kinds of knowledge, such as practical knowledge, community knowledge, intuitive or tacit knowledge, etc. and does not address issues of social reconstruction (Deng, 2013). With a focus on interdisciplinarity the nature of school subjects has to change. Moreover, work related subjects, such as, horticulture or hospitality, need to be creatively developed, which are not looked down upon as 'non-academic'.

Course 6: Gender, School and Society

The meaning and experience of being a boy or a girl is not the same across different social groups, regions and time-periods. This course will examine how we learn and challenge these gendered roles in society, through a variety of institutions such as the family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state (Menon, 2012).

Unequal access of education to girls is a well-documented reality. But the concerns of gender-just education go beyond access to schools; gender identity construction is influenced by forces at home and in society. The seat of power and authority in the Indian societal context is more often than not, firmly rooted in patriarchy. It is important to understand how socialisation into a specific gender influences how we and others look at ourselves and others, and what opportunities for education we get. As future teachers, we should understand and examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender parity. With this purpose, B.Ed. students will be expected to observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Take for example, studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls

and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs.

This course will also study representation of gendered roles, relationships and ideas in textbooks and curricula (Nirantar, 2010), examining how schools nurture or challenge creation of young people as masculine and feminine selves. Teachers' need help to develop abilities to handle notions of gender and sexuality, often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same. The formulation of positive notions of sexuality among young people impact larger issues – perceptions of safety at school, home and beyond, identification of sexual abuse/violence and its verbalisation, combating the dominant societal outlook of objectification of the female body, and so on. The course will undertake critical reading of the media which propagates popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.

Though how these are conducted is in itself open to scrutiny, Life Skills courses in school seem to include provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed. This course will encourage prospective teachers to attend and themselves undertake sessions of open verbalisation with school students, voluntary cum friendly involvement in discussions, group work, brainstorming, audio-visual engagements, together with the co-participation of school (teachers, counsellors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).

Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups and

regions and exploring the roles of the said institutions (family, caste, religion, culture, media and popular culture, law and the state).

Course 7 (a&b): Pedagogy of a School Subject

After having discussed in Course 5, on the changing nature of disciplines, student-teachers will need to understand the epistemological and pedagogical bases of their own chosen school subject. However, it is not just disciplinary or subject knowledge that a teacher needs to understand. Pedagogy is to be understood as the integration of knowledge about the learner, the subject and the societal context. Critical pedagogy consciously embeds within the teaching learning process, an approach to draw upon social realities to address issues of justice and equity (Apple, Au, & Gandin, 2011).

This course would therefore comprise of broadly three areas – firstly, the nature of the school subject, including its relation to disciplinary knowledge and its social history as a subject in the school curriculum; secondly, the aims and pedagogical approaches for the teaching of the subject at different

stages of school; and thirdly, a deeper theoretical understanding of how children in diverse social contexts construct knowledge of specific subject concept areas. Combining these three domains will be essential to ensure that meaningful learning takes place among all children. For instance, a pedagogy course on EVS would include the philosophical and epistemological basis of EVS as a composite area of study at the primary stage that integrates the sciences, social sciences and environment education; it would also expose student teachers to children's ideas of their physical and social worlds, so that they can plan units and lessons through a thematic approach, in a holistic manner, not in terms of separate 'topics' of science or social science (NCFTE, 2009).

It would be imperative for the student-teachers to go over some of the basic concepts of the subject area once again, not so much to 'revise' or even consolidate what they have already learnt in their graduation, but to situate the concepts in the context of the curriculum and subject them to critical scrutiny. It will also require them to relate their understanding of some concepts with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests. They will thus revisit theories of learning based on the researches of Piaget, Vygotsky, Bruner and Chomsky from a cross cultural perspective, to understand how learning takes place among children in particular contexts and the scaffolding a teacher and peers can provide. Several monographs on how children learn concepts in different subject areas are available; the student-teachers will need to work with such theoretical studies as well as on the field with school children from different backgrounds, to understand their intuitive conceptions, and to adequately prepare for their own internship. They will also critically examine teaching learning processes that incorporate enquiry, discovery, conceptual development, activity based learning, etc. within the classroom.

Assessment of children's learning in a subject area would follow the perspectives and practices delineated through Course 9. Student-teachers would be encouraged to develop diverse processes throughout the year to ensure better motivation and learning, and also help children for self- assessment with insights about meta-learning.

Course 8: Knowledge and Curriculum

This course will introduce students to perspectives in education and will focus on epistemological and social bases of education. It is hoped that this will help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it.

Examination of the epistemological basis of education may focus on the distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief', to engage with the enterprise of education. To discuss the basis of modern child-centered education, the course will study three concepts, namely, activity, discovery and dialogue, with reference to Gandhi and Tagore (Sabyasachi, 1997), Dewey (2004) and Plato/Buber/Freire(1998, 2000) respectively.

The social bases of education will be examined by situating it in the context of society, culture and modernity. It will be studied with reference to the historical changes introduced by industrialisation, democracy and

ideas of individual autonomy and reason. It will also try to understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity, with special reference to Ambedkar (Rodrigues, 2002). In this context one can also draw from the areas of ‘critical multiculturalism’ and ‘democratic education’(Apple & Beane, 2006; Parekh, 2000) while analysing conceptions of learning rooted in conventional school practices and daily routine of a classroom and school. Concepts of nationalism, universalism and secularism and their interrelationship with education will be discussed with special reference to Tagore (2003) and Krishnamurti (1992).

The course will also help student-teachers to identify various dimensions of the curriculum and their relationship with the aims of education (Kumar, 2004). It poses some basic yet crucial questions such as: What is curriculum? Who prepares the curriculum and why? Who all participate in the making of the curriculum? What is the role of the state in the curriculum? The attempt is to help student-teachers question the notion of the curriculum as ‘given’. The relationship between the curriculum framework and syllabus is traced. How the syllabus is translated into textbooks is understood through examples. It later helps student-teachers probe the question of representation and non-representation of various social groups in curriculum making. The idea of meritocracy is challenged by tracing linkages between the power embedded in various structures of society and knowledge. The commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table are discussed through what is valued and devalued, as received by children and the reproduction of norms in society. In this context, the role of the hidden curriculum and children’s resilience is examined. The idea of the curriculum as enacted and curriculum as process and practice is discussed. The relationship between power, ideology and the curriculum is traced (Apple, 2008). The student-teachers learn to critically analyse various samples of textbooks, children’s

literature, and teachers’ handbooks etc. The ways in which the curriculum is driven by assessment, which in turn is motivated by market interests is debated.

Course 9: Assessment for Learning

The course is designed keeping in mind the critical role of assessment in enhancing learning (Shepard, 2000; Stiggins, 2005). In contrast to the traditional notion of assessment as an act to be performed at the end of teaching, using a paper-pencil test (Glaser, Chudowsky, & Pellegrino, 2001), the course situates assessment within a constructivist paradigm. The course critiques the traditional purpose of assessment as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of ‘expertise’ that can be displayed on paper; assessment as a selective and competitive act and achievement as an outcome of individual’s innate factors.

With the constructivist understanding of learning and assessment, assessment cannot be an end-of-teaching activity. Rather, it has to be an ongoing process where the teacher closely observes learners during the process of teaching-learning, records learning landmarks, and supports them by providing relevant feedback. The need for giving feedback to students and their guardians will be highlighted, with practical experience of how to record and report progress, and create forums for engagement with the community. Student-teachers will thus learn to explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners. The course discusses the relationship of assessment with self-esteem, motivation, and identity as learners (Sternberg, 2013), with an emphasis on ‘fixed’ or ‘growth’

mindsets (Dweck, 2006) regarding notions of intelligence and ability. This course will be closely linked with Course 10 (Creating an Inclusive School), where constructs of 'disability' and 'failure' are seen as the other face of notions of 'ability' and 'achievement' as promoted by school.

The philosophical and educational underpinnings of the 'no selection through competitive means' and non-detention policy in the RTE Act (2009) and its relationship with curriculum, pedagogy and teachers' role will be underlined. Literature about recent experiences of countries which have enhanced the quality of learning of all children and abolished competitive examinations with grade retention will be analysed. In this way the course will support student-teachers in understanding the psycho-social and political dimensions of assessment. They will see how traditional assessment used for competitive selection has provided legitimacy to iniquitous systems of education and worked towards perpetuating equations of power and hegemony in society.

Critiques of current managerial discourses on 'high stake testing', competitive ranking of schools, and pressures for teacher accountability which lead to their disempowerment will be discussed in the context of growing commercialisation of assessment. Examples will be sought from the field of how private agencies profit by taking over the task of assessment, linked to the market for tuition, which should be that of the teacher as integral to the process of teaching and learning. Case studies of participatory assessment and community monitoring with higher autonomy to teachers will also be discussed.

The aim of this course is therefore to develop a critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment processes which are culturally responsive (Delpit, 1988; 2012) for use in the classroom. This is one of the greatest challenges before the Indian system and this course will prepare prospective teachers to critically look at the prevalent practices of assessment and selection, and instead develop enabling processes which lead to better learning and more confident and creative learners.

Course 10: Creating an Inclusive School (1/2)

The objective of this course will be to bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school, as spelt out by Booth and Ainscow in *The Index for Inclusion* (2000) This course will explore the definition of 'disability' and 'inclusion' within an educational framework so as to identify the dominating threads that contribute to the psychosocial construct of disability and identity. While analysing the policy and programme initiatives in the area of inclusion, the course will look at models of disability as well as the dominant discourse on 'the other' in the narratives of all concerned. It will attempt an identification of the 'barriers to learning and participation' while formulating a policy of good practice and review.

The National Policy of Education, (GOI, 1986) Article 4.9 stated: 'The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.' Shortly thereafter the UN Convention on the Rights of the Child (UNESCO, 1989) and the United Nations Convention on the Rights of Persons with Disabilities (UNESCO, 2006) brought inclusion into the discourse, with a focus on the

advantages not just to those with disability but also to the ‘others’, viewing inclusion as a ‘dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.’ (p. 12)

However, the RTE Act (GOI, 2009) states that ‘the appropriate Government and local authorities shall endeavor to promote the integration of students with disabilities in the normal schools’ (Article 26), while the Sarva Shiksha Abhiyan Framework for Implementation under RTE recommends that quality inclusive education will be ensured and the ‘ultimate aim would be to mainstream all CWSN in neighbourhood schools’ (GOI, 2011, p. 46). While the consequences of this shifting approach in state documents, on ‘integration’ or ‘mainstreaming’ into ‘normal’ schools, confuse the popular understandings of ‘inclusion’, this course will require students to interrogate their own beliefs and also of school teachers, to see how those influence the implementation of inclusion.

The course will significantly highlight that inclusion involves: a) The conviction that all children can learn and grow; b) A firm belief in positive and varied outcomes; c) A pedagogy that is ever evolving and constantly responding to the changing needs of learners; d) An assessment policy that assesses skills and knowledge rather than content

and that is open to a variety of assessment methods and time frames; e) An environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers (*Policy Guidelines on Inclusion in Education*, UNESCO, 2009).

As part of their field tasks, student-teachers would be required to engage with: i) Popular narratives of ‘disability’ and ‘ability’ so as to track the changing definitions; ii) To track how learning/achievement is perceived and understood in policy/state documents. What power equations exist between the different notions?; iii) To visit educational institutions to attempt an identification of the ‘barriers to learning and participation’ and to help schools move towards positive practices, cultures and policies.

Course 11: Optional Courses (as indicated in the Course Structure)

Course *EPC 1*: Reading and Reflecting on Texts

There have been studies to show that under-graduate students in our universities are reluctant readers and struggle to write for different purposes. This course will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this course will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading. A related course to this, ‘Language across the Curriculum’, looks at the role of

language and the pedagogy of reading and writing across other subjects. The aim is to engage with the readings interactively- individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. We are also resources for one another, both as a function of our differences and one another's responses to what we read. The work in this course should focus on making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them (Anderson, 1984).

This course offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This will also initiate them and prepare them for the course requirements of working on the field, as well as for selected readings and writing for the other courses.

For expository texts, they will learn to make predictions, check their predictions, answer questions and then summarize or retell what they've read (Grellet, 1981). Students will analyse various text structures to see how these contribute to the comprehension of a text. These readings will also provide the context for writing. Combining reading and writing

leads to the development of critical skills. Student-teachers will get opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of others' ideas.

Course *EPC 2: Drama and Art in Education*

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular' encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through Drama in Education (John, Yogin, & Chawla, 2007) which helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education transcends the here and now, to travel through time - to the past, to the future, while it also allows us to freeze time. Thus we can live or relive moments and evoke or even recreate situations that can help us accept them better. Drama in Education is not merely doing theatrics or 'acting' in a superficial manner, but is for creating that 'dramatic pressure' or tension, where the student would arrive at a .problem or an understanding in a new way (Heathcote & Bolton, 1994).

The challenge is for prospective teachers to understand the medium, in order to transpose learners into a different time and space, to shape their consciousness through introspection and imagined collective experience. For instance, activities such as ‘hot seating’ can be used to raise critical questions addressed to characters from the textbook or those in history, to think about significant developments within diverse social contexts. This also helps to stretch the learner into areas of ‘discomfort’ and ‘confusion’, to then seek resolution, clarity and understanding. In the present context where children are growing up in starkly segregated environments, bounded by caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of ‘othering’ happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation. It also gives opportunities for learners to recognise their agency, for transformational action. Drama as ‘critical pedagogy’ can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change. Teachers will need to experience different genres of street theatre that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilising for transformative action

The course on Drama and Art in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching-learning (Prasad, 1998). Student teachers will visit places of art, exhibitions and cultural

festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Likewise other activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives.

Be it visual or performing, the practice of art deepens children’s ability for perception, reflection and expression, providing them with alternative languages to experience and communicate subtle, diverse and unfamiliar territories, from human to the larger consciousness of nature (Armstrong, 1980; Davis, 2008). The challenge of teacher-educators lies not only in expanding the landscapes of children’s art, but in also perceiving their world, their artistic processes and then from that sense of understanding, explore ways of assessing their work (Carini, 2001).

Course *EPC 3*: Critical Understanding of ICT

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It will explore ICTs along three broad strands; teaching-learning, administrative and academic support systems, and broader implications for society.

ICTs have often been seen as a stand-alone subject, consisting of a finite set of proprietary applications, taught to children directly by technology experts, bypassing teachers, which has diluted possibilities of teacher's ownership, enhancement of expertise and engagement. Seeing ICTs as an important curricular resource and an integral part of education, according primacy to the role of the teacher, ensuring public ownership of digital resources created and used in education, taking a critical perspective on ICTs as well as promoting constructivist approaches that privilege participation and co-creation over mere access, are principles that the course will help teachers explore. Applying these principles can support Teacher Professional Development models that are self-directed, need-based, decentralized, collaborative and peer-learning based, and continuous, in line with the NCFTE, 2009 vision for teacher education.

Since ICTs are technologies, along with developing such understanding, the course will also help student-teachers to learn integrating technology tools for teaching learning, material development, developing collaborative networks for sharing and learning. This learning can help integrate pre-service and in-service teacher education, address traditional challenges of teacher isolation and need for adequate and appropriate learning resource materials (MHRD, 2012). The course will explore use of ICTs to simplify record keeping, information management in education administration.

Communication and information sharing/ storing are basic social processes; new digital Information and Communication Technologies (ICTs), by making these easier and cheaper, have significantly impacted and are impacting our socio-cultural, political and economic spheres (Castells, 2011). The course will help student-teachers to develop an understanding of the shift from an 'industrial society' to a 'post industrial information

society', where the production and consumption of information is both easier/ simpler as well as important (DSERT Karnataka, 2012). This change has positive and negative implications and possibilities for democracy, equity and social justice, all core components of our educational aims. The course will help student-teachers reflect critically and act responsibly to prevent how ICTs are used to support centralisation and proprietisation of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes, as well as build the 'digital public' to make education a participatory and emancipatory process (Benkler, 2006).

Course *EPC 4*: Understanding the Self

The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons.

The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social-relational sensitivity and effective communication

skills, including the ability to listen and observe (Hall & Hall, 2003). The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

As an individual in society one has different identities – gender, relational, cultural – and it is important to address one’s implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one’s dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc. Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one’s surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

The course shall also focus on revisiting one’s childhood experiences – influences, limitations and potentials – while empathising with other childhoods, and also the childhood experiences of one's peers. The following methodologies for the transaction of the course could be used in interactive sessions:

- **Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.**
- **Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.**
- **Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.**
- **Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions of not.**
- **The exercise of developing reflective journals and providing regular feedback on those journals can also be used here.**

Broad areas	Introduction	Values and self image	Individual and collective selves	Connecting - self-society	Social interface
Main	Trust	Opening	Team	Understanding	Becoming

objectives	building, for future exercises, laying ground rules, energizing	self, reflection, culture for listening and accepting	building, respecting, tasks, sharing responsibility. addressing conflicts	social structures (stereotypes/ diversity / gender) and role of the individual	the change agent – designing and leading change / social action
Broad methodologies	Games, theatre activities, discussions	Reflections, story making, self disclosure through art, dance and theatre	Nature walk/ field visit , adventure. Simulation exercises, collective art	Films, meeting people, small group tasks, theatre exercises	Participate or lead in real life intervention (within families/ college or community)

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APPENDIX 1

Course Structure for the NCTE Two-Year B.Ed. Programme

Semester Wise Distribution of the Courses

Semester 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India and Education	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subjects- (1/2)	50 marks
Course EPC 1	Reading and Reflecting on Texts (1/2)	50 marks
<i>Engagement with the Field: Tasks and Assignments for Courses 1,2,4 & 5</i>		

Semester 2

Course 3	Learning and Teaching	100 marks
Course 7a	Pedagogy of a School Subject –Part I (1/2)	50 marks
Course 8a	Knowledge and Curriculum –Part I (1/2)	50 marks
Course 9	Assessment for Learning	100 marks
Course EPC 2	Drama and Art in Education (1/2)	50 marks
<i>Engagement with the Field: Tasks and Assignments for Courses 3, 7a, 8a & 9</i>		

Semester 3

Course 7b	Pedagogy of a School Subject – Part II (1/2)	50 marks
<i>School Internship</i>		250 marks

Semester 4

Course 6	Gender, School and Society (1/2)	50 marks
Course 8b	Knowledge and Curriculum –Part II (1/2)	50 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course* (1/2)	50 marks
Course EPC 3	Critical Understanding of ICT (1/2)	50 marks
Course EPC 4	Understanding the Self (1/2)	50 marks

Engagement with the Field: Tasks and Assignments for Courses 6, 8b, 10 & 11

Note:

- a. $\frac{1}{2}$ indicates a half paper which is allocated both half the time of effective hour per week and also half the marks assigned to a full paper
- b. *Optional Courses can be from among the following – Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, etc. and can also be an additional pedagogy course** (for an school subject other than that chosen for course 7 (a&b) at the secondary level ,or the same school subject at the higher secondary level).

**Teacher education institutes/university departments can make arrangements to offer an additional pedagogy course for (i) a second school subject at the secondary level for interested student – teachers who have undertaken adequate number of courses in that subject during their graduation or (ii)the same school subject as in course 7 but at the higher secondary level for student – teachers with a post graduate degree in that subject

