CHAPTER IV

**RESULTS AND
DISCUSSION**

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4.0 Introduction

This chapter deals with the results and discussion of the present study. The present section of the study focuses on analysis, interpretation and discussion of the findings of all the objectives. Both qualitative and quantitative methods were adopted for analysing the collected data.

SECTION- I

Curriculum Analysis of D.El.Ed Programme

4.1 Analysis of the Objective No. 1

To analyse the Curriculum from the perspective of Inclusive Education in terms of- Theory, Practicum and Internship.

Document analysis method has been adopted to study the first objective. Diploma in Elementary Education (D.El.Ed) curriculum has been obtained from the SCERT website. The researcher prepared a data sheet for analyzing the whole curriculum including theory, practicum and internship. For the analysis of this objective three dimensions and four themes have been developed by doing an extensive review of the documents NCFTE 2009, RPWD Act 2016 and NEP 2020 and related literature on Inclusive education.

- ▪ **Themes**
- ➢ Identification of Children with Special Needs (CWSN) and Socio-economically disadvantaged Groups (SEDGs).
- ➢ Adopt and Modify the Teaching Practices.
- ➢ Assessment of students in Inclusive Classroom (IC).
- ➢ Working in Collaboration

Keeping in view the above themes the researcher have finalised the following criteria for analyzing the curriculum.

- e. **Overtly Related to Inclusive Education**: Contents which are directly related to Inclusive Education.
- f. **Covertly Related to Inclusive Education**: Contents which are indirectly signifying to Inclusive Education.

g. **Not Related to Inclusive Education:** Contents which are not at all related to Inclusive Education.

According to the above mentioned criteria final data sheet was prepared and the results were analysed, discussed and interpretation is made.

Data Sheet of the Curriculum as per the Criteria

Detailed Syllabus Analysis of D.El.Ed Curriculum of Assam

Semester- I

Table No. 4.1.1: Paper-I Childhood child protection and the development of children

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S1. 1: childhood child protection and the development of children. **(4-5 periods per week)**	Objectives • To review general conception about child and childhood.	NR	
	• To develop an understanding of different aspects of children's physical, mental, social and emotional development.	CR	Identification of CWSN and SEDGs
	• To develop understanding about the developmental processes of children with diverse abilities in social and cultural context.	OR	Identification of CWSN and SEDGs
	• To provide hands on experiences to interact with children and training methods to understand aspects of development of children.	OR	Adopt and modify teaching practices/ Identification of CWSN and SEDGs
	• To develop and understanding about child rights and protections.	CR	Assessment of students in Inclusive Classroom

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Unit 1. Perspective in child Development	Unit wise content		
	1.1 Introduction to development	NR	
	1.1.1 Concept of growth and development	NR	
	1.1.2 Principles of growth and development	NR	
	1.1.3 Stages of development	OR	Identification of CWSN and SEDGs
	1.1.4 Factors of influencing development	CR	Identification of CWSN and SEDGs
	1.2 Influence of Nature and Nurture on development	CR	Identification of CWSN and SEDGs
	1.3 Tools for gathering data about children development	NR	
	1.3.1 Naturalist observation	NR	
	1.3.2 Interview	NR	
	1.3.3 Case studies	NR	
	1.3.4 Anecdotal records	NR	
	1.3.5 Reflective Journals about children	CR	Identification of CWSN and SEDGs/ Adopt and modify teaching practices
	1.3.6 Clinical methods with references to Jean Piaget	NR	

Unit 2: Physical Motor development	2.1 Growth and Maturation	NR	
	2.2 Motor development gross and fine motor development	CR	Adopt and Modify Teaching Practices/ Identification of CWSN and SEDGs
	2.3 Role of parents and Teachers in providing opportunities for physical motor development e. g. – play	CR	Working in Collaboration
Unit 3: Social, Emotional and Language development	3.1 Social development	OR	Identification of CWSN and SEDGs
	3.1.1 Meaning and Nature of Social development	NR	
	3.1.2 Stages of child's social development	OR	Identification of CWSN and SEDGs
	3.1.3 Factors that Influence social development of children	OR	Assessment of students in Inclusive Classroom
	3.1.4 Role of competition, discipline reward and punishment in social development	CR	Adopt and modify the teaching practices
	3.2 Emotional development	NR	
	3.2.1 Basic understanding of Emotions and Emotional development	NR	
	3.2.2 functions of Emotions	NR	

	3.2.3 Emotional Development in different stages	CR	Identification of CWSN and SEDGs
	3.3 language development	CR	Identification of CWSN and SEDGs
	3.3.1 language development in different stages	CR	Identification of CWSN and SEDGs
	3.3.2 factors influencing in language development	CR	Identification of CWSN and SEDGs
Unit 4: Concept of socialization	4.1 Concept and processes of socialization	OR	Identification of CWSN and SEDGs
	4.2 Social, Economic and Cultural differences in socialization	OR	Adopt and modify the teaching practices
	4.3 Influence of home in socialization	OR	Working in Collaboration
	4.4 Influence of Schooling in Socialization	OR	Working in Collaboration
	4.5 Peer Influence in socialization (friendship and gender, competition and co-operation, competition and conflict, aggression and bullying during childhood)	CR	Working in Collaboration
Unit 5: Child Protection and Child Rights	5.1 Understanding Child Protection and Child rights.	CR	Identification of CWSN and SEDGs
	5.2 Types of Child abuse: child marriage, child labour, child trafficking, corporal punishments, sexual abuse, emotional abuse, physical abuse, substance abuse, suicide/stress (with special reference to Assam)	CR	Working in collaboration

	5.3 Acts, policies and schemes related to protection of child rights	CR	Identification of CWSN and SEDGs
	5.4 Role of family, School and other institutions	OR	Working in collaboration
Practicum	1. Student teachers will collect about ten news paper articles that involve issues of parenting and childhood. S/he will analyze those and hold discussions.	NR	
	2. Student teachers will watch a movie for instance 'Salaam Bombay' or 'Tare Zameen Par' or any other relevant movie to be identified collectively by them, and reflect on portrayal of children in the same. Discussion to be held around depiction of children from varying backgrounds, construct of childhood.	OR	Adopt and modify the teaching practices
	3. Student teachers will conduct interview with four to five parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles. They will present their reports in class.	OR	Working in collaboration
	4. -Student teachers will take data from an elementary school with regard to the growth of children in respect of height and weight, and will analyze the data and present their report.	NR	

Table No. 4.1.2: Paper-II Early childhood care and education

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
S1.2: Early	Objectives	OR	Identification

childhood care and education	• To understand the importance of early childhood years as foundation for lifelong learning and development.		of CWSN and SEDGs
(2-3 periods per week)	• To develop awareness and to reflect on the perspectives, priorities and problems of ECCE.	OR	Identification of CWSN and SEDGs
	• To develop sensitivity regarding stage wise differences in developmental needs and characteristics of children in early, middle and late childhood years and its implications for elementary stage of education.	OR	Adopt and modify the teaching practices
	• To understand principles of developmentally appropriate ECCE curriculum and Implement the same pedagogical approach for transacting different curricular areas of school education.	OR	Adopt and modify the teaching practices
	• To understand the importance of home, school and community linkage in ECCE.	NR	
	• To understand the role of parents, teachers, community and other stake holders and make a network to generate awareness and seek their involvement in ECCE programmes.	CR	Working in Collaboration
Unit: 1- Definition, Nature and significance of Early Childhood Care and Education	1.1 Perspective of Early Childhood Education.	NR	
	1.2 Objectives of holistic ECCE curriculum,	NR	
	1.3 Significance of Early Childhood as a critical period for lifelong learning and development.	CR	Identification of CWSN and SEDGs
	1.4 Impact of Children's home background, community and school experiences in their Holistic Development.	OR	Identification of CWSN and SEDGs

	1.5 Influence of Nature and Nurture on development of child - Role of Parents, Teachers and Community	CR	Identification of CWSN and SEDGs
	1.6 Agencies involved in ECCE	NR	
Unit 2: Understanding of developmentally appropriate ECCE curriculum	2.1 Developmental milestones and range in individual development	CR	Identification of CWSN and SEDGs
	2.2 Age appropriate learning opportunities to foster holistic development of child according to National policy of ECCE, 2013	NR	
	2.3 Importance of play and activity based learning in ECCE.	NR	
	2.4 Integrated set of experiences (developmentally appropriate practices) to foster holistic growth and development of domains (language, physical, cognitive, social, emotional and aesthetic development) of children.	OR	Adopt and modify the Inclusive practices
	2.5 Curricular issues and concerns (Multilingualism, Inclusion, Gender, equality, adverse effect of early Formal instruction, School readiness,).	OR	Adopt and modify the Inclusive practices
	2.6 Linkage between ECCE and primary education.	NR	
Unit 3: Planning and management of ECCE classroom	2.1 Principles of planning a balanced and contextualized programme of ECCE .	NR	
	2.2 Long and short term programme planning.	NR	
	2.3 Planning and design of theme-based activities (based on holistic approach) with appropriate learning materials on ECCE programme.	CR	Adopt and modify the Inclusive practices
Unit 4: Assessment in ECCE	4.1 Principles of Assessment and reporting.	NR	
	4.2 Maintaining records and registers for children's progress.	CR	Identification of CWSN and SEDGs
	4.3 Reporting children's progress.	CR	Assessment of students in Inclusive Classroom

	4.4 Set of standards (eight key standards) to ensure quality ECCE.	NR	
Practicum	• Preparation of theme-based activities and age appropriate learning materials on five domains for all round development (Language, physical, cognitive, socio- emotional, aesthetic-appreciation and creativity). • Preparation of Programme schedule for all round development of child.	OR OR	Adopt and modify the Inclusive practices Adopt and modify the Inclusive practices

Table No. 4.1.3: Paper-III Understanding language and early language development

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S1.3 Understanding language and early language development	**Objectives** To help the student teachers to understand the- • Nature of language	NR	
	• Interplay of language and society	NR	
	• Process of language acquisition in the early years	NR	
	• Language diversity and multilingualism	OR	Adopt and modify the teaching practices
	• Handling aspects of grammar not in isolation but by creatively integrating it with text.	NR	
Unit 1: Language and Communication in society	1.1 Nature of language	NR	
	1.2 Need of language for acquiring other knowledge	CR	Adopt and modify the teaching practices
	1.3 Language is dynamic, creative, arbitrary and perpetual	NR	
	1.4 Carrier of culture and heritage	CR	Identification of CWSN and SEDGs

	1.5 Self expression tool	OR	Identification of CWSN and SEDGs
Unit 2: Language Acquisition and Learning	2.1 Language and the child	CR	Identification of CWSN and SEDGs
	2.2 Home language, school language and transition from home language to school language	CR	Working in collaboration
	2.3 Acquisition of language skills	NR	
	2.4 Structure of language, phonics and phonology	NR	
	2.5 Morphology of language, Phonics and phonology	NR	
Unit 3: Language Diversity and Multilingualism	3.1 Constitutional provisions about language	CR	Identification of CWSN and SEDGs
	3.2 What is multilingualism?	CR	Identification of CWSN and SEDGs/ Adopt and modify teaching practices
	3.3 Language Diversity in the context of Assam	OR	Identification of CWSN and SEDGs/ Adopt and modify teaching practices
	3.4 Use of Multilingualism as a resource and role of the teacher	OR	Adopt and modify teaching practices
	3.5 Three language formula	OR	Adopt and modify teaching practices
	3.6 Multilingual Classroom	OR	Adopt and modify teaching practices
Unit 4:	4.1 Place of language in the curriculum	NR	

Language across the curriculum	4.2 Language learning and learning through language	NR	
	4.3 Functions of language inside and outside the classroom and school	NR	
Practicum	1. Literary activities like debate, extempore speech, storytelling, role play, etc.	NR	
	2. Development of charts related to language learning	NR	
	3. Project work on multilingualism, home language and other languages in the neighborhood.	CR	Identification of CWSN and SEDGs/ Adopt and modify teaching practices
	4. Collection of folk tales, stories, folk songs, etc.	NR	
	5. Writing essays and articles on language related issues	CR	Identification of CWSN and SEDGs/ Adopt and modify teaching practices
	6. A case study on multilingual classroom	CR	Adopt and modify the teaching practices
	7. Critical analysis of texts – newspaper, children literature, journal, textbooks, etc.	NR	

Table No. 4.1.4: Paper-IV Towards self-understanding

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S1.4 Towards self-understanding	• To help the student teachers to develop communication skills and ways to establish peace and harmony within oneself and with society	NR	

	• To facilitate personal growth and social skills amongst student teachers.	NR	
	• To enhance self-awareness, self-acceptance, self-confidence and self-motivation for their personal development as well as professional growth.	NR	
	• To motivate student teachers towards quality teaching-learning processes.	CR	Adapt and modify the teaching practices
	• To develop capacity of student teachers in application of professional attitude and deliberation skill	NR	
Unit 1: Writing tasks	1.1 Monthly creative writing on classroom experience, observation of life situation, ideas and issues that develop their capacity for reflection	NR	
	1.2 Script writing on Personal and Social values.	CR	Identification of CWSN and SEDGs
	1.3 Case study on personal and professional growth. Educational article and auto-biography (at the beginning of the D. EL. Ed course)	NR	
	1.4 Reflective statements of aspiration and expectation based on one's learning through the course	CR	Assessment of students in Inclusive Classroom
	1.5 Own experience on good or bad events of his/her life for which a turning point has come into his/her life	NR	
	1.6 Event of social involvement and resultant outcome	NR	
	1.7 Life history of spiritual leaders and great philosophers with special reference to Assam	NR	
	1.8 Application of life skills and solving problem in real life situation.	CR	Assessment of students in IC

	1.9 Qualities of a leader.	NR	
Unit 2: Workshop	2.1 SWOT Analysis (personal, institutional, organizational or any other activities with reference to the functioning of the school)	NR	
	2.2 Vision, aspiration and purpose of life.	NR	
	2.3 Self-discovery and exploration of self.	NR	
	2.4 Development of Team-spirit and working in groups.	CR	Working in collaboration
	2.5 Empathetic approach to solving problems.	CR	Working in collaboration
	2.6 Development of communication skills as reflective practitioner.	CR	Working in collaboration
	2.7 Personal and professional growth through developing skills, values and attitude.	CR	Working in collaboration
	2.8 Johari window for self-development	NR	
	2.9 A significant event or experience in life and its outcome.	NR	
	2.10 Life skills and soft skills	CR	Assessment of students in IC
	2.11 Mindfulness and meditation.	CR	Working in collaboration
	2.12 Conflict resolution and stress-management	CR	Working in collaboration
Unit 3: Seminar	3.1 Education and Environment - a critical analysis.	NR	
	3.2 Role and responsibility of a teacher in present day context.	CR	Adapt and modify the teaching practices/ Working in collaboration
	3.3 Role of Science and Religion in society.	NR	
	3.4 Contribution of a great spiritual leader/ philosopher towards social development	NR	
	3.5 Ego and self in relation to human development.	NR	

Table No. 4.1.5: Paper-V Proficiency in English -I

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S1.5 Proficiency in English –I	**Objectives** 1. To strengthen the student- teachers' own English language proficiency	NR	
	2. To make the student teachers realize the status of English in Indian context	NR	
	3. To develop the four basic language skills	NR	
	4. To brush up their knowledge of grammatical, lexical and discourse systems in English	NR	
	5. To enable student teachers to link these with pedagogy	NR	
Unit 1: Status of English	1.1 Historical perspective of English in India: an introduction	NR	
	1.2 English around us	NR	
	1.3 English as a global language	NR	
	1.4 Constitutional provision; English as an Associate official language; Three-language formula in Indian Education system	NR	
	1.5 English as a Second/ Foreign language	NR	
Unit 2: Understanding Language: Listening to and Producing Oral Discourses	2.1 Introduction: language as a means of communication and thinking; Importance of a language-rich classroom and how to organize it	NR	
	2.2 Developing Listening and Speaking Skills : 2.2.1 Listening with comprehension	NR	
	2.2.2 Analyzing Discourse features: Segmental features – sound system of English (IPA)	NR	
	2.2.3 Analyzing the Supra- segmental features: stress, rhythm, intonation	NR	
	2.3 Making Oral Presentation and Constructing different Oral Discourses	NR	
	2.4 Opportunities to use language in context	CR	Adapt and modify the teaching practices

Unit 3: Critical Reading	3.1 Introduction: developing Reading skills and strategies for Read in: 3.1.1 Reading aloud and Silent reading	NR	
	3.1.2 Intensive and Extensive reading	NR	
	3.3.3 Skimming and Scanning	NR	
	3.3.4 Scaffolding	NR	
	3.3.5 Inference and Extrapolation	NR	
	3.3.6 Coherence and Cohesion	NR	
	3.2 Reading different types of texts with comprehension and identifying their features: news reports, articles, letters, notices, advertisements, narratives, biographies/autobiographies, jokes, stories, riddles, etc.	NR	
	3.3 Reading for global and local comprehension	NR	
	3.4 Understanding the theoretical postulates of critical theory	NR	
	3.4.1 Concepts used	NR	
	3.4.2 Soundness of the arguments	NR	
	3.4.3 Value and relevance of the assumption	NR	
	3.4.4 The tradition on which the text is given	NR	
	3.5 Understanding the process of critical reading 3.5.1 Before reading 3.5.2 While reading 3.5.3 After reading	NR	
	3.6 Recognizing errors as a learning process : Miscue analysis	NR	
Unit 4: Vocabulary in Context	4.1 Introduction: What is vocabulary and how to increase it? 4.2 Classification of words : 4.2.1 Closed-word classes 4.2.2 Open-word classes 4.2.3 Function words 4.2.4 Content words 4.3 Categories of vocabulary: lexical , phrasal, clausal 4.4 Word Formation : Prefix , Suffix , Compounding 4.5 Word types : synonyms , antonyms, homophones, homographs, homonyms ,	NR	

	phrasal verbs, idioms		
Practicum	Assignments, Workshops and other activities 10 Workshop : Designing and preparing materials/tools to develop the skills – listening, speaking, and reading. Other activities : (i) Working with words (taking help of Unit 4) (ii) Classroom discussion / Theme-based interactions (iii) Collecting and analyzing different types of reading materials (theme, grammatical aspects, inherent information/idea etc.)	NR	

Table No. 4.1.6: Paper-VI Pedagogy of Mathematics-I

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S1.6 Pedagogy of mathematics-I	**Objectives** • To enable student teachers to develop deeper insights into the content areas of mathematics at primary level.	NR	
	• To make them think and reason mathematically	NR	
	• To develop them with sufficient knowledge and skills that helps them in designing appropriate activities for children.	NR	
	• To help student teacher develop skills, deeper insights, acquire appropriate attitude, learn effective strategies that promote children respond to mathematical knowledge.	NR	
	• To sensitize student teachers about the way in which children respond to mathematical knowledge	NR	
	• To help student teachers develop deeper insights into the content areas of mathematics at primary level.	NR	

	• To make student teachers aware of the fact that impact on the process of acquisition of mathematical knowledge.	NR	
Unit 1: Introduction to Mathematics	1.1 What is Mathematics?	NR	
	1.2 Where and how do we find Mathematics in our life?	NR	
	1.3 What are the aims and objectives of teaching Mathematics at Elementary level?	NR	
	1.4 Need and importance of Mathematics in our life.	NR	
	1.5 Educational values of teaching Mathematics.	NR	
	1.6 Different aspects of teaching Mathematics: concepts, process, symbol and language.	NR	
	1.7 What is Mathematization?	NR	
	1.8 How to make Mathematics learning Joyful?	NR	
Unit 2: Principles and Methods of teaching Mathematics	2.1 Understanding the learners.	CR	Identification of the CWSN and SEDGs
	2.2 Understanding the learning process.	NR	
	2.3 Beliefs about teaching learning process.	NR	
	2.4 Learning and teaching errors.	NR	
	2.5 Methods of teaching Mathematics: Inductive-Deductive, Specialization and Generalization, Play-way method, Analytic-synthetic method, Heuristic method, Project method, Laboratory method, activity-based method as a new pedagogy in learning material.	NR	
Unit 3: Counting, Numbers and their operations	3.1 Pre-number concept	NR	
	3.2 Numbers, Digits and Numerals	NR	
	3.3 Place value and face value of Decimal number system, Roman number system, International number system	NR	
	3.4 Real Number system: Natural, Whole, Rational.	NR	

	3.5 Arithmetic operations (+, -, X, ÷) and solving problem related to these operations using number line; Operation with integers.	NR	
	3.6 Fraction: Concept, types, equivalent fraction, addition, subtraction, decimals, conversion of Decimals into Vulgar and Vulgar into Decimals.	NR	
Unit 4: Geometrical Shapes and Patterns	4.1 Two- dimensional (2D) shape and Three- dimensional (3D) shape	NR	
	4.2 Understanding different geometrical shapes: Naming, Classification and Characteristics.	NR	
	4.3 Concept of patterns, understanding of patterns in Shapes and Numbers.	NR	
	4.4 Concept of Point, Plane, Line, Line segment, Ray, Curve, Straight line, Parallel line and Perpendicular line.	NR	
	4.5 Concept of Angle : its different types (as per their measurement/ positions/Comparison)	NR	
	4.6 Concept of Triangles : its different types (basing on side and angle)	NR	
	4.7 Quadrilaterals (Square, Rectangle, Parallelogram, Rhombus, Trapezium etc.)	NR	
	4.8 Tangrams and its use for making the learning joyful.	NR	
Unit 5: Contribution of Mathematicians	5.1 Aryabhatta 5.2 Brahmagupta 5.3 Ramanujan 5.4 Euclid 5.5 Pythagorous	NR	

Practicum	• Visit five small markets nearby your village which remains open only on two selected days of every week. You are to choose only fifteen (15) vegetables under your consideration generally available in these markets for sell. You are to compare the price of those vegetables with one market with the other markets and select the market where the vegetables are sold cheap. Use proper format for recording of each of the items with necessary statistically valid diagram for interpretations and inferences.		
	Assignment • Prepare a chart on numbers, shapes, pattern mentioning the purpose and uses. • Listing of TLM required and preparing and collecting the TLMs for handling a particular concept /lesson of a textbook. • Prepare a list of English capital letters of the English Alphabets and symbols from 0 to 9 which can be divided into two exactly equal parts in all aspects. Show the line of divisions through which they can be divided equally. State the number of ways a particular letter can be divided. • Prepare a chart having different types of lines and triangles using sticks. • Draw any object - house, animal etc. with the regular shapes known to the student teachers and available in the geometry section of mathematics of elementary level.	NR	

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
	Compulsory Activity • Analysis of any lesson of elementary level (classes III to VIII), one for lower Primary and the other for upper primary levels in terms of learning outcome, activity and designing of innovative activity for handling the lesson in real classroom situation.	NR	

Table No. 4.1.7: Paper-VII Art and Creative education-I

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S1.7 Art and creative education-I	Objectives • To develop creative, self-expression through different forms of Art.	CR	Adapt and modify the teaching practices
	• To appreciate different forms of art	NR	
	• To develop skill of keen observation, imagination, patience and discipline.	CR	Working in collaboration
	• To develop aesthetic sensibility	NR	
	• To develop commitment of aesthetic cultural bond with the society.	NR	
	• To exchange thought and culture	CR	Identification of CWSN and SEDGs
	• To identify and develop own creativity and potential	NR	
	• To recognize the role of drama in elementary school education.	NR	
Unit 1: Development of skills in different concepts of Art and Creativities	1.1 Script writing for role play, street play, one act play (themes: Plantation, Child Labour, Human Rights, Disaster Risk Reduction, Peace Education, Education for all population, superstar etc.).	CR	Adapt and modify teaching practices
	1.2 Outdoor sketch/drawing from natural object/still life etc.	NR	
	1.3 Stencil painting/making of pot /greetings card/ collage etc.	NR	

	1.4 Clay modelling	NR	
Unit 2: History and theory of Art	2.1 History of Art ; Basic idea of Local art (Historical monument/ heritage sites of Assam)	NR	
	2.2 Difference between painting and sculpture.	NR	
	2.3 Concept of composition	NR	
	2.4 Concept of fine arts	NR	
	2.5 Aims and educational values of fine arts.	NR	
	2.6 Understanding inter-connection between Art and Culture; Aesthetics and livelihood.	NR	
	2.7 Artist/sculptor/ poet/ actor/ litterateur of Assam with curricular subjects.	NR	
Unit 3: Curricular Integration	3.1 Importance of integrating Art and creative education	NR	
	3.2 Ways of integrating Art and creative education with curricular subjects.	CR	Adapt and modify teaching practices
Practicum	• Outdoor studies- observation of nature/landscape /colour composition	CR	Adapt and modify teaching practices
	• Preparation of Album/ Project work on great personality/ interview with Artists/ field visit project.	CR	Adapt and modify teaching practices
	• Script writing / creative writing	NR	
	• Making of Poster /Pot / Calendar / Greetings card/ Collage etc.	NR	
	• Development of Innovative Art Centre (In the locality)	NR	

Table No. 4.1.8: Paper-VIII Yoga education

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S1. 8 Yoga education	Objectives • To build a holistic understanding of the concept of yoga	NR	

	• To understand the reciprocal linkage between health & yoga.	NR	
	• To build the knowledge of teaching yoga.	NR	
	• To understand the importance of yoga education and its spiritual sanctity.	NR	
Unit 1 : Introduction to Yoga And History of Yoga	1.1 Concept, definition and history of Yoga	NR	
	1.2 Scope of Yoga	NR	
	1.3 Aims and objectives of Yoga	NR	
Unit 2 : Patanjali Yoga & Post Patanjali Development	2.1 Eight limbs of Yoga	NR	
	2.2 Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana ,Dhyana and Samadhi	NR	
	2.3 Tantra Yoga ,Yoga Vasistha, Hatha Yoga and tradition	NR	
	2.4 Japa, Ajapa and Hatha Yoga meditation	NR	
Unit 3 : Physiology and Psychology of YOGA	3.1 Supplemental exercises, yoga compensation exercises, yoga regeneration exercises, power of Yoga.	NR	
	3.2 Therapeutic and healing of different mental and physical disorder, wellbeing, anxiety, depression, concentration and self actualization	OR	Adapt and modify teaching practices
	3.3 Effects of yoga on physiological system, circulatory, skeleton, digestive, nervous, respiratory & excretory system	NR	
Unit 4 : Types of Yoga	4.1 Asanas, Pranayama, Kriya, Mudra, Bandha, Dhyana	NR	
	4.2 Pranayama: Kapalbhati, Bhastrika, Anulom-vilomo.	NR	
	4.3 Asanas: Bhujangasana, Salabhasana, Naukasana, Ardha Salabhasana, Sarpaasana, Dhanurasana	NR	
	4.4 Supine type: Uttana padasana, Setubandhan asana, Sarvasana, Ardha halasana,Chakrasana, Pabanamuktasana,Viparitkaranimudra, Matsyasana, Halasana, Sputa padamustasana,	NR	

	4.5 Sitting type: Sukhasana, Ardha Padmasana, Padmasana, Bajrasana, Sawasana.	NR	
Practicum	(a) Field visit/Reporting/Interview (Any one) 1. Visit any yoga centre and write a report on the activities conducted at the centre.	NR	
	2. Interview any one yoga practitioner and write a report on benefits experienced by him/her.	NR	
	3. Demonstrate before the peer group any five asana and write a report on them.	NR	
	4. Write about the International yoga day observed on 21st June in their respective district.	NR	
	(b) Practical 1. The student teacher will conduct Pranayam, Anulom -Vilom, Kapalbhati, Bhastrika , Meditation etc. every day in the morning assembly at least for10 .	NR	
	2. The student teacher will practise the asanas at least 5 in the morning / evening session every week as per the time –table.	NR	
	3. The student teacher will arrange demonstration of yogasana in the TEIs at least for one-half of a day during the semester-1.	NR	

Table No. 4.1.9: Paper-IX Work and education

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S1.9 Work and education	**Objectives** • To build a holistic understanding of the concept of work, learning, growth and development.	NR	
	• To understand the role of the	NR	

	teacher and possible ways of engaging children in works.		
	• To examine specific programme related to work and education in school.	NR	
	• To link theoretical and conceptual learning through work.	NR	
	• To understand the significance of works for having true learning and emphasizing dignity of labor.	NR	
Unit 1: Understanding work Education	1.1 The meaning of work and its place in education.	NR	
	1.2 Objectives of work education in school.	NR	
	1.3 Difference between vocational education and work education.	NR	
	1.4 Work education integrate all the four pillars of education foundation - Learning to know, Learning to do, Learning to live together and Learning to be.	CR	Working in collaboration
	1.5 View of Mahatma Gandhi, Rousseau regarding work education.	NR	
	1.6 Kothari commission (1964-66) and its views on work experience.	NR	
	1.7 National Curriculum Framework-2005 and its views on work education with a view to bridge gap between manual and intellectual works.	NR	
Unit 2: Behavioral Changes in learners	2.1 Behavioral change expected out of the programmes of work education (acquiring Knowledge, skills and attitude through Works) – Illustration with examples.	NR	
Unit 3: Curricular Integration and Assessment	3.1 Integration of work education with other curricular subjects.	NR	
	3.2 Selection of Subject based works (Activities, Assignment, Project etc.) and other local specifies works.	NR	
	3.3 Involvement of Headmaster, teachers and parents in identification of school based problems for carrying out different works along with possible remedial measures.	NR	

	3.4 Identification and utilization of community resources in curricular implementation.	NR	
	3.5 Short comings in the present systems of assessment and the ways of their elimination.	NR	
	3.6 Assessment tools – Advantage and disadvantage of tools with specific examples.	NR	
Unit 4 : Responsibility towards family and society	4.1 Sharing household responsibilities	NR	
	4.2 Domestic budgeting and planning	NR	
	4.3 Care for children, parents, sick and old age people	NR	
	4.4 Saving of water, electricity and fuel consumption	NR	
	4.5 House safety and security and its maintenance	NR	
	4.6 Population education and removal of socio cultural evils (child marriage, polygamy, superstitions etc.)	NR	
	4.7 Sound society with special reference to maintenance of health, nutrition, hygiene & sanitation and cleanliness of surroundings.	CR	Identification of CWSN and SEDGs
Practicum	a. Daily works (Compulsory for every student teacher) • Conduct of morning assembly, cleanliness and beautification of the classroom, garden, campus and the Institution.	NR	
	b. To be conducted in workshop mode/group activity (any five) • Chart preparation on mapping works related to class wise other curricular subjects. • Making items from waste materials. • Preparation of toys and other play materials for primary primary classes • Preparation of paper items, duster, bamboo items, clay models etc.	NR	

	• Preparation of hand magazine, collage, wall magazine •Plantation of shady/fuel/ornamental/avenue/medicinal trees • Gardening- maintenance of garden- rising of flowers, seedlings, vegetables, shrubs and their nurturing. • TLM preparation and its uses – Mapping of competency based TLM, preparation and transaction. • Curricular project- at least two projects in groups- report submission and interview. • Development of plant by vegetative propagation, budding, grafting, cutting, layering etc. • Food preservation- making of jam, jelly, tomato ketchup, pickles etc. Mushroom cultivation for consumption, preservation and sale. • Preparation of stationery items such as files, file boards, registers, writing pads, tamping ink and preparation of album, chart, map etc • Cookery skills with special reference to local and traditional foods items. • Cutting, hand embroidery, knitting and garment making. • Preparation of family budget maintenance of household accounts. • Ground water and rain water harvesting. • Community contact programmes for removal of socio-cultural evils- case study analysis c. Exposure visit and survey/study (Any one of the following) • Exposure visit to agricultural and horticultural farms, nursery, food preservation centre, Police station, old age home, shelter house, sports and yoga Kendra.	NR	

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
	• Study of MDM implementation/status of nutrition and health of a habitation, village, town/ causes, effect and remedial measures of pollution of a particular place or industry/ literary rate of a habitation/village/town		

Semester- II

Table No. 4.1.10: Paper-I Education in contemporary Indian society with special reference to Assam

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S2.1 Education in Contemporary Indian Society With Special Reference To Assam	Objectives • To familiarize with the society in Pre & Post independence era of India.	NR	
	• To familiarize with the socio-political, economic dimensions of Indian society and to appreciate its diversity.	OR	Identification of CWSN and SEDGs
	• To develop an understanding of the trends, issues and challenges evolved in contemporary Indian society.	NR	
	• To understand the relationship between specific political institutions, economic policies and social structures in order to comprehend the achievements, persistent problem and challenges emerged in contemporary Indian society.	NR	
Unit 1- State politics and Indian Education	1.1 State and education	NR	
	1.2 Political nature of education	NR	
	1.3 New economic reforms and their impact on education	NR	
	1.4 Public education versus private education	NR	
	1.5 Education of marginalized and socially disadvantaged section of society.	OR	
Unit 2: Perspectives in society and inequalities in	2.1 Social structure and education with special reference to class, caste, religion, family and gender in India.	OR	Identification of CWSN and SEDGs

Indian society	2.2 Modernization, social change and education	NR	
	2.3 Nature and cause of inequality	CR	Adapt and modify teaching practices/ Identification of CWSN and SEDGs
	2.4 Inequalities in ancient, medieval and modern education	CR	Identification of CWSN and SEDGs
	2.5 Equalization of educational opportunities in India	OR	Working in collaboration
Unit 3: Contemporary issues and concerns in Education	3.1 Democracy and education	NR	
	3.2 Liberalization and education	NR	
	3.3 Privatization and education	NR	
	3.4 Globalization and education	NR	
	3.5 Culture and Education	NR	
	3.6 Education for peace	NR	
	3.7 Impact of electronic media on children	NR	
Unit 4: Constitution of India and Education	4.1 Indian constitution –Preamble and education	CR	Identification of CWSN and SEDGs
	4.2 Amendment of Indian constitution, education as a concurrent subject	NR	
	4.3 Constitutional provisions on education - Directive Principles of State Policy, Fundamental Rights	CR	Identification of CWSN and SEDGs
	4.4 Some articles of Constitution on education	NR	
	4.5 Reservation as a democratic policy	NR	
	4.6 Right to Education Act-2009; Right to Education rules-2011, Assam	OR	Identification of CWSN and SEDGs
Unit 5: Economy of Assam	5.1 Impact of British Colonialism on society of Assam	NR	
	5.2 Basic features of the economy of Assam	NR	
	5.3 Role of tea industry, forest, oil, petroleum and agriculture in the economy of Assam	NR	

	5.4 Problem of poverty and unemployment in Assam and the measures to address.	NR	
	5.5 Economics of Education- its significances in the context of Assam.	NR	
Unit 6: Cultural heritage of Assam	6.1 A brief history of Assam	NR	
	6.2 Land and the people	NR	
	6.3 Language and literature	NR	
	6.4 Art and Architecture	NR	
	6.5 Music and Dance	NR	
	6.6 Religion and Philosophy	NR	
	6.7 Contribution of Mahapurush Shrimanta Shankardeva and Madhabdeva in social reformation in Assam	NR	
Practicum	**Section A** • To make a comparative report on the status of private and public education system at the elementary levels by visiting nearby schools. • "Inequality is still a major problem in the educational development of our Indian society"- make a report by showing different aspects of inequality prevailing in our society. • Prepare a field based report to show the growing impact of electronic media on children. • Explore different ways through which education can be said as a powerful agent of establishing peace in society. • Make a detail study on folk music & folk dance items of Assam. **Section B** • Field based study on linguistic and religious diversity of Assam. • Making field visit to specially agriculture sector/oil sector/petroleum sector etc. and prepare a report on it. • Collection of different cultural resources like dress/food items etc. from different ethnic groups, especially available in a particular area of the nearby locality and its	NR OR NR NR NR OR NR NR NR	Identification of CWSN and SEDGs Adopt and modify teaching practices

	exhibition.		
	• Collection of paper cuttings from news papers/journals/magazines etc. on important social, political and economic issues of contemporary society.	NR	
	• Visit to museum/ historical monuments/State Archives etc. for gaining an insight into the history of Assam and prepare a report on it.		

Table No. 4.1.11: Paper-II Understanding Society, Education and Curriculum

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S2.2 Understanding society, education and curriculum	Objectives • To understand and explore the meaning, aims, purposes of education.	NR	
	• To develop understanding of philosophical, sociological and historical dimensions of education.	NR	
	• To identify and question one's own long-established presumptions on knowledge, learner, teacher and education and develop a more informed, meaningful understanding of them.	NR	
	• To expose student teachers to divergent educational thoughts, perspectives and practices.	CR	Adopt and modify teaching practices
	• To help student teachers in creating secure, egalitarian and pedagogically sound learning situation.	CR	Adopt and modify teaching practices
Unit 1: Understanding of Education	1.1 Exploring and inquiring about need of education in human societies	CR	Adopt and modify teaching practices
	1.2 Relationship between schooling and education and exploring various educative processes in human societies	NR	

	1.3 Schooling and education as visualized by different western and Indian thinkers: Rousseau, Dewey, Montessori, Gandhi, Tagore, Radhakrishnan, Aurobindo, Karlmarx, D S Kothari, Prof. Yashpal	NR	
Unit 2: Aims of Education	2.1 Aims of Education (Aims and values)	NR	
	2.2 Education for social change and social transformation	CR	Working in collaboration
	2.3 Understanding the following basic concepts in relation to education of children • Social diversity and equality, inequality in allocation of resources, opportunities and availability of basic needs. • Discrimination on the basis of gender, caste, creed • Discriminatory practices in the schools, community & society. • Human and child rights and protection. • Social change & social development	OR	Adopt and modify teaching practices / Identification of CWSN and SEDGs
Unit 3: Education, Politics and Society	3.1 Prominent characteristics of education in India and Assam during the Colonial rule.	NR	
	3.2 India's contemporary Education: Continuities and shift from colonial legacy	NR	
	3.3 Teacher and Society: A critical appraisal of teacher's status, scope & opportunities.	NR	
Unit 4: Learning, Learner and Teaching	4.1 Learning : Concept & Nature	NR	
	4.2 Learning, knowledge and skills; different ways of learning	CR	Adopt and modify teaching practices
	4.3 Meaning of teaching and its relationship with learning & learner	CR	Working in collaboration
	4.4 Need of professional development of teachers	CR	Working in collaboration
	4.5 Teacher as an agent of social change	CR	Working in collaboration
	4.6 Role & responsibility of teachers	CR	Working in collaboration

Unit 5: Knowledge and Curriculum	5.1 Child's construction of Knowledge: attaining knowledge through activity and experience.	CR	Adopt and modify teaching practices
	5.2 Concepts of belief, information, knowledge & understanding	NR	
	5.3 Process of curriculum selection and construction	NR	
	5.4 Approaches to curriculum organization and development.	NR	
Practicum	• Study on Teacher's status, scope and opportunity in society.	NR	
	• Development of different activities relating to child construction of knowledge.	CR	Adopt and modify teaching practices
	• Designing subject based and thematic based curriculum materials.	NR	

Table No. 4.1.12: Paper-III Pedagogy of MIL -I

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S2.4 PEDAGOGY of MIL –I	Objectives • Aims and objectives of language learning.	NR	
	• Strategies for acquiring the skills of reading critically.	NR	
	• Approaches and strategies for the development of four skills of language.	NR	
	• Approaches and strategies for the development of ability for Responding to and interpreting independently various narrative texts.	NR	
	• Way of handling aspects of grammar not in isolation but by creatively integrating it with text.	NR	
Unit 1: Language learning society and	1.1 Aims and objectives of language learning	NR	
	1.2 Role of mother tongue in education	NR	
	1.3 Role of mother tongue in child	NR	

Language Classroom	development		
	1.4 Current language teaching-learning processes and their analysis.	NR	
	1.5 Organizing language classroom.	NR	
Unit 2: Developing language skills – Listening and Speaking	2.1 Oral literacy: oral language development helps reading development.	NR	
	2.2 Developing Listening and Speaking skills through dialogue, storytelling, singing rhymes, poem recitation, role-play etc.	OR	Adopt and modify teaching practices
	2.3 Assessment of Listening and Speaking	NR	
Unit 3: Developing language skill – Reading	3.1 Decoding, Reading fluency and comprehension	NR	
	3.2 Decoding skills: Its importance and different activities for its development	NR	
	3.3 Comprehension skills: guessing meaning from text, word attack skills	NR	
	3.4 Reading to learn	NR	
	3.5 Ways of reading: pre-reading, during reading and post-reading	NR	
	3.6 Reading expository texts: reading to learn and reading for comprehension	NR	
	3.7 Helping children to become independent readers.	NR	
	3.8 Assessment of Reading.	NR	
Unit 4: Developing language skill – Writing	4.1 Relationship between reading and writing.	NR	
	4.2 Developing writing skills: word writing, sentence writing, paragraph writing, guided/controlled writing, free and creative writing.	NR	
	4.3 Writing as a tool for consolidating knowledge.	NR	
	4.4 Assessment of Writing.	NR	
Unit 5: Literature	5.1 Types of text: Narrative and Expository	NR	
	5.2 Engaging with a text of literature.	NR	
	5.3 Reader's response to literature	NR	
	5.4 Various kinds of literature such as poem, story, biography etc.	NR	
Practicum	• Recitation – Textbook based /	CR CR	Adopt and modify

		CR	teaching practices
	• Collect folk stories and prepare a storybook	CR	
	• Story telling practice : Textbook based / collected	NR	Adopt and modify teaching practices
	• Role-play/dramatisation : Textbook based / collected		
	• List out the narrative and expository texts from any one language textbook.		

Table No. 4.1.13: Paper-IV Proficiency in English- II

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S2.5 Proficiency in English- II	Objectives • To strengthen the student teachers' own English language proficiency	NR	
	• To make the student teachers realize the status of English in Indian context	NR	
	• To develop the four basic language skills	CR	Assessment of students in Inclusive Classroom
	• To brush up their knowledge of grammatical, lexical and discourse systems in English	NR	
	• To enable student teachers to link these with pedagogy	CR	Adopt and modify teaching practices
Unit 1: Creative Writing	1.1 Introduction to developing Writing Skills: Mechanics of Writing (strokes and curves, capital and small letters, cursive and print scripts, punctuation marks and their use)	NR	
	1.2 Experiencing the classroom processes of writing (individual, collaborative, cooperative, editing): Controlled/ Guided writing; Free and Creative writing.	NR	

	1.3 Writing Texts: different types of letters: applications, complaints, permission, invitation, news reports, articles, messages, posters, notices, slogans, filling in different forms, etc.	NR	
	1.4 Recognizing errors as a part of learning process: spelling, use of punctuation marks, etc.	NR	
	Activities: Writing Skill • Practising writing different types of texts: slogans, posters, complaints, notices, messages, etc.(Themes - educational, social issues, School Safety and Disaster Risk Reduction (DRR),child rights and child protection, environmental issues, etc.) • Brainstorming on different themes and explaining through writing individually/in groups	NR NR	
Unit 2: Grammar in Context	2.1 Grammar in context: an introduction 2.1.1 What is grammar? 2.1.2 Problems with traditional prescriptive grammar 2.1.3 Approaches to teaching grammar (Grammar in Context)	NR	
	2.2 Elements of a sentence: nuclear, optional	NR	
	2.3 Practising grammar in context: parts of speech, kinds of sentences, finites and non-finites, voices, narration, clauses, connectors, etc.	NR	
	2.4 Auxiliary system: tenses, modals, perfective and progressive aspects	NR	
Unit 3: Assessment in English	3.1 Assessment: an introduction 3.1.1 Evaluation and Assessment 3.1.2 Need and Importance of assessment 3.1.3 Language assessment tools	NR	
	3.2 Continuous and Comprehensive Assessment (CCA) in English : What and How	NR	
	3.3 Assessing listening and speaking, reading comprehension, writing skills	NR	

	3.4 Assessing skills in grammar	NR	
Practice	Spoken / Oral English activities- (i) Situational conversation, telephonic conversation, role-play, dramatization, recitation, etc.	CR	Adopt and modify teaching practices
	(ii) Listening to briefing of Radio/ TV news, commentary, talks, announcements, etc.	NR	
	Other Activities: (i) Activities to develop writing skills	CR	Adopt and modify teaching practices
	(ii) Different activities related to grammar	NR	
	(iii) Activities based on a variety of situations to develop spoken/oral English	CR	
			Adopt and modify teaching practices

Table No. 4.1.14: Paper-V ICT Integrated Pedagogy- I

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S2.6 ICT integrated pedagogy- I	Objectives • To familiarize the student teachers with the Concept of ICT and its importance in Pedagogy.	NR	
	• To help the student teachers to perform the basic computer operations.	NR	
	• To enable the student teachers to use the various internet tools.	NR	
	• To develop an understanding on safe practices about internet.	NR	
	• To enable the student teachers to select and use suitable computer applications in classroom teaching-learning process.	CR	Adopt and modify teaching practices
Unit- 1: Understanding ICT	1.1 Meaning and Concept of ICT	NR	
	1.2 Importance of ICT in Pedagogy	NR	

Unit-2: Computer hardware	2.1 Performing Basic computer operations like Data storage and back up	NR	
	2.2 Connecting peripherals and troubleshooting	NR	
Unit-3: Internet	3.1 Use the internet tools to search, connect, download, and archive.	NR	
	3.2 Know about safe practices about internet such as: security, identity and hacking.	NR	
Unit-4: Creating content in various formats	4.1 Text documents using tools like Open Office and Libre Office (Free) and MS Word (Paid)	NR	
	4.2 Presentation slides using tools like Open Office and Libre Office (Free) and MS Power point (Paid)	NR	
	4.3 Spread sheets to store and analyze data like class result using tools like Open Office and Libre Office (free) and MS Excel (Paid)	NR	
Practicum	• Working in MS word format • Working in M S Excel sheet • Development of M S Power point presentation	NR	

Semester III

Table No. 4.1.15: Paper-I Cognition, learning and socio-cultural context

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S3.1 Cognition, learning and socio-cultural context	Objectives • To facilitate student teachers understanding of the psychological basis of teaching and learning.	CR	Identification of CWSN and SEDGs
	• To understand the process of thinking and learning in children through different theories/ perspectives and reflect on their relevance in the teaching-learning process.	CR	Adopt and modify teaching practices

	• To understand the learner and the learning processes.	CR	Identification of CWSN and SEDGs/ Adopt and modify teaching practices
	• To develop an understanding about importance of motivation in learning.	CR	Adopt and modify teaching practices
	• To develop a sense of self; moral development; importance of play in all round development of the child	NR	
Unit 1: Concept and Process of learning	1.1 Learning: Concept and types	NR	
	1.2 Process of children's learning	CR	Assessment of students in IC
	1.3 Transfer of learning	NR	
	1.4 Basic ideas of Behaviorism and their implications	NR	
	1.5 Concept and types of learning difficulties	CR	Identification of CWSN and SEDGs
	1.6 Individual and socio-cultural difference in learning	OR	Identification of CWSN and SEDGs
Unit 2: Concept Formation	2.1 Meaning of concept	NR	
	2.2 Mental processes in concept formation	NR	
	2.3 Factors affecting development of concepts in childhood	NR	
	2.4 Concept of Intelligence	NR	
	2.5 Role of Intelligence in Concept formation	NR	
	2.6 Bruner's model of concept learning, and Piaget's views on concept formation	NR	
Unit 3: Cognition and Learning	3.1 Constructivism: Introduction to the concept; Piaget's theory; what is learning, structures and processes of cognitive development, implication of constructivism in teaching and learning.	NR	
	3.2 Vygotsky's theory: Introduction, general genetic law, concept of ZPD, implications of Vygotsky's theory in teaching-learning	NR	
	3.3 Information processing approaches; Basic architecture of	NR	

	the mind (working memory, long term memory, attention, encoding and retrieval), Schema change or conceptual change.		
Unit 4: Motivation and Learning	4.1 Concept of Interest, Attention and motivation	NR	
	4.2 Importance of motivation in pedagogy and various techniques of motivation.	CR	Adopt and modify teaching practices
Unit 5: Play, Self and Moral development	1.1 Meaning of play, characteristics and types of play	NR	
	1.2 Play and its functions: linkages with the physical, social, emotional, cognitive, language and motor development of children; cross-cultural and socio-economic differences in children's play	CR	Working in collaboration
	1.3 A sense of Self: Self-description, self-recognition, self-concept, self-esteem, social comparison, internalization and self control	NR	
	1.4 Moral development: Perspective of Kohlberg and Carol Gilligan's critique, cultural variations in moral reasoning.	NR	
Unit 6: Guidance and Counseling	6.1 Understanding Guidance 6.1.1 Introduction	CR	Assessment of students in IC
	6.1.2 Objectives	CR	Assessment of students in IC
	6.1.3 Principles and assumption of Guidance	CR	Assessment of students in IC
	6.1.4 Guidance and Education	CR	Assessment of students in IC
	6.1.5 Guidance Functions	CR	Assessment of students in IC
	6.1.6 Organisation of Guidance service in school (at elementary level	CR	Assessment of students in IC
	6.1.7 Role of Guidance personnel in schools.	CR	Working in collaboration
	6.2 Understanding Counselling	CR	Assessment

	6.2.1 Meaning		of students in IC
	6.2.2 Objectives	CR	Assessment of students in IC
	6.2.3 Need for counselling	CR	Assessment of students in IC
	6.2.4 Principles and assumptions of Counselling	CR	Assessment of students in IC
Practicum	1. Student teachers may be asked to visit school, select few students and asked them to learn a practical based task and prepare a report highlighting how they learn like JIGSAW puzzle.	NR	
	2. Student teachers shall observe children at play and maintain record across 4 observations. Observation can be carried out in playground in the neighborhood schools. The Student teachers can identify different games that children play; individual and group behaviour in play, friendship and social relationship. The analysis could include the following aspects: motor skills, language used during play, group structure and interaction, arriving at rules and following them, gender behaviour, pattern of negotiation and resolving conflict, folk song and games, popular culture. This assignment is to be followed by post assignment discussion in the TEI to arrive at linkage between play and social, emotional, cognitive, language and motor development of children.	CR	Identification of CWSN and SEDGs

Table No. 4.1.16: Paper-II Pedagogy of English

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes

Code S3.4 Pedagogy of English	Objectives 1. To equip the student teachers with theoretical perspectives on language, language teaching and 'English as a second language'(ESL)	NR	
	2. To develop critical awareness among them about the contemporary ELT scenario and approaches to teaching of English	NR	
	3. To enable them to plan for textbook transaction, and to develop resource materials/tools for language teaching and testing	NR	
Unit 1: Issues of Teaching English at the Elementary level	1.1 Issues of Learning English in a multilingual /multicultural society : The multilingual nature of India, English as the language of prestige and power, the politics of teaching English in India, key factors affecting second language acquisition	CR	Identification of CWSN and SEDGs
	1.2 Teaching English as a Second Language : developmental, socio-economic and psychological factors	NR	
	1.3 The Nature of Language –Learning vs. Acquisition	NR	
Unit 2: Approach to Teaching of English and the Shift Approaches	2.1 Skill-based Approach to Knowledge-based Approach	NR	
	2.2 Fragmentary (letters, syllables, words, sentences, etc.) to Holistic Treatment of Language in terms of Discourses	NR	
	2.3 Teacher-centred Approach to Learner-centred Approach	NR	
	2.4 Behaviouristic and Structural Approaches: Grammar-Translation Method, Audio-lingual Method , Structural Approach	NR	
	2.5 The Cognitive and Constructivist Approaches: Nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes, etc ; Socio-psychological factors(attitude, aptitude, motivation, needs, level of aspiration)	CR	Identification of CWSN and SEDGs/ Enable student teacher to assess students in IC

	2.6 Communicative Language Teaching: Focusing on meaning, role of textbooks and other resources; role of teachers in classroom management	CR	Working in collaboration
Unit 3: Understanding of Curriculum, Textbook and Transactional Strategies	3.1 Concept, need and importance of curriculum	NR	
	3.2 Analyzing the features of English textbooks: physical, textual, contextual, conceptual	NR	
	3.3 Academic standards and learning indicators: mapping competencies of English textbooks	NR	
	3.4 Dealing with textual exercise: vocabulary, grammar, language elements, study skills, project works	NR	
	3.5 Using resources beyond the textbook : children's literature (poems, stories, songs, etc.), newspapers, magazines, etc. in the classroom	NR	
	3.6 Strategies for addressing and remediation of the problems of low proficient learners	OR	Adopt and modify teaching practices / Assessment of students in IC
Unit 4: Planning and Material Development	1.1 Importance of transaction plans for an academic session	NR	
	1.2 Teachers' planning : Year Plan, Unit Plan and Period Plan	NR	
	1.3 Designing, Analyzing and Reviewing of Teaching Learning Materials	NR	
Unit 5: Learner Assessment	1.1 Implications of Assessment for the learners, for the teachers and for the community	NR	
	1.2 Types and Tools of Assessment: 1.2.1 Formative: tools, recording and evidence 1.2.2 Summative: tools, recording 1.2.3 Assessment and Feedback	CR	Assessment of students in IC
	1.3 Grading indicators for Formative and Summative Assessment both for Oral and Written works	NR	
Practicum	(a) Workshop mode: (i) Preparing Year Plan, Unit Plan and Period Plan	NR	
	(ii) Preparation of Teaching Learning Materials for	NR	

			Assessment of students in IC
	Elementary Level		
	(b) Other Activities:		
	i) Designing a Blue Print and a Question Paper	CR	
	ii) Analyzing Evaluation Tools and Answer Scripts	NR	
	iii) Critical examination of class-wise Objectives/Learning Outcomes by analyzing Student Report Cards of Elementary Level	NR	
	iv) Conducting Seminar(s) on topics like - Issues of learning English; different methods and approaches to teaching of English, teaching in large classes etc.	NR	

Table No. 4.1.17: Paper-III Art and creative education -II

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S3.5 Art and creative education -II	Objectives 1. To develop creative, self expression through different forms of Art.	CR	Adopt and modify the teaching practices
	2. To appreciate different forms of art	NR	
	3. To develop skill of keen observation, imagination, patience and discipline.	CR	Assessment of students in IC
	4. To develop aesthetic sensibility	NR	
	5. To develop commitment of aesthetic cultural bond with the society.	NR	
	6. To exchange thought and culture	NR	
	7. To identify and develop own creativity and potential	CR	Adopt and modify the teaching practices
	8. To recognize the role of drama in elementary school education.	CR	Adopt and modify the teaching practices
Unit 1: Develop the creativity and skill	1.1 Visual Art and Performing Art	CR	Adopt and modify the teaching practices

	1.2 Recitation/Anchoring/ News reading	NR	
	1.3 Story telling	CR	Adopt and modify the teaching practices
	1.4 Creative writing: essay, poem etc.	CR	Adopt and modify the teaching practices
	1.5 Dramatization on different themes	CR	Adopt and modify the teaching practices
	1.6 Poster making on different value based messages like plantation/HIV/Flood/ Disaster/ Swaccha Bharat etc.	CR	Working in Collaboration
	1.7 Illustration from the story or story from illustration.	CR	Adopt and modify the teaching practices
	1.8 Mural painting (group work)	NR	
	1.9 Concept of design- Gardening / landscaping/ architectural design	NR	
	1.10 Different kind of musical instrument and their uses.	NR	
	1.11 Personality development through reading, speaking, behaviour and life style.	CR	Identification of CWSN and SEDGs
Unit 2: Documentation	2.1 Indian and western contemporary Artists	NR	
	2.2 Ajanta / Ellora / Khajuraho etc.	NR	
	2.3 Short Film/Documentary on great personality	NR	

Practicum		Remarks	Themes
	• Creative writing from childhood memory/poem/story/role play/news writing	CR	Identification of CWSN and SEDGs
	• Clay modeling	NR	
	• Preparation agenda for any other activities- which are we observe in DIET/TEIs.	NR NR	
	• Documentation/landscaping/architectural model	NR	
	• Mural painting from waste material	NR	
	• Documentation		
	• Outdoor studies- nature's observation/landscape / colour composition • Preparation of Album/ Project work on great personality/ interview with Artists/ field visit project.	CR	Working in collaboration
	• Script writing / creative writing		
	• Making of Poster /Pot / Calendar / Greetings card/ Collage etc.	NR	
	• • Development of Innovative Art Centre (In the locality)	NR	

Table No. 4.1.18: Paper- IV Children's physical and emotional health education

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S3.6 Children's physical and emotional health education	Objectives • To build a holistic understanding of the concept of health & physical education and wellbeing and understand children's health needs using a social determinants framework.	CR	Identification of CWSN and SEDGs
	• To understand the reciprocal relationship between health & physical education and understand the role of the teacher and possible ways of engaging with health concerns.	CR	Working in collaboration
	• To examine specific programmes related to children's health operating in schools.	NR	

	• To build knowledge and skills on teaching health & physical education and integration of their themes with other curricular areas of teacher education and school subjects.	NR	
	• To link theoretical and conceptual learning with actual school/classroom realities through practical work.	NR	
Unit 1: Understanding health and Well-being	1.1 Meaning of health and well being.	NR	
	1.2 Understanding linkage between poverty, inequality and health.	CR	Working in collaboration
	1.3 Social determinant of health: Food, livelihood, Sanitation, access to health services, NHM etc (swachh vidyalaya).	CR	Working in collaboration
	1.4 Effect of life style on food, livelihood, location, sanitation and personal hygiene	NR	
Unit 2: Understanding children's health needs	2.1 Reciprocal linkage between health and Education. Childhood health concern: Hunger, Nutrition (balanced diet, malnutrition, Components of food etc.)	NR	
	2.2 Morbidity mapping (meaning, method, observation daily notes)	NR	
	2.3 Communicable diseases (Malaria, Dysentery, AIDS, Cholera, Influenza, H1N1 etc.), Prevention & Cure.	NR	
Unit 3: Health of children in the context of school	3.1 Mid-day Meal - its rationale, objectives, components, functioning, role of teachers in MDM. 3.2 Measuring the health of school – issue of water,	NR NR	
	3.3 Sanitation, toilets, drinking water, Class room, surrounding etc.	NR	
	3.4 Monitoring, organization of MDM SSA, NGO, RMSA, District administration etc	CR	Working in collaboration
Unit 4: History and Principle of Physical Education	4.1 Meaning of Physical Education	NR	
	4.2 History and principles of Physical Education	NR	
	4.3 Need of Physical Education, linkage between health & Physical Education.	NR	
	4.4 Organizing tournament, sports meet etc.	NR	

	4.5 Marking & preparing the different play field, court.	NR	
Unit 5: Knowledge and skill development in Physical Education	5.1 Physical Education and play: drill, March past, different types of minor and major games (Kabaddi, Kho-Kho, Volley Ball, Football, Track & Field	NR	
	5.2 Development of team spirit, co-ordination and co- operation and leadership qualities through games & sports.	NR	
	5.3 First Aid and demonstration (workshop mode)	NR	
	5.4 Safety education (walking on road, play ground, fire, classroom, electricity etc.)	NR	
	5.5 Posture – walking, seating, standing, reading, writing.	NR	
Practicum	1. To conduct at the institution exercises and movement, Drill and team games, relaygames, minor games, individual games. The student teacher must learn techniques, rules and procedures to conduct these games and sports event (Kho-Kho, Kabaddi, Throw Ball, Volley Ball, Football, and Athletics.) 2. Morbidity mapping exercise to be conducted. The student teacher will track children's attendance and tries to find out reasons for children's absenteeism. S/he will record illnesses. S/he will observe and as reported by children/peers will develop a health report card. 3. Disaster management: Mock-drill in the event of earthquake, fire and relief operation etc.	NR NR NR	

Table No. 4.1.19: Paper-V ICT Integrated Pedagogy-II

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S3.7 ICT integrated pedagogy-II	Objectives • To familiarize the student teachers with various OERS (Open Educational Resources)	NR	

	• To develop an understanding among the student teachers about Netiquettes, Ethics and values.	NR	
	• To enable them to learn the various uses of ICT gadgets.	NR	
	• To develop an understanding about ICT integration with Pedagogic practices.	CR	Adopt and Modify teaching practices
Unit 1: Open Educational Resources (OERs)	1.1 Awareness and usage of OERs: Searching, identifying and adopting, copying, saving, sending and sharing different types of relevant multimedia open educational resources for learning specific topics.	NR	
	1.2 Integrating OERs in teaching–learning process, sharing these OERs with other teachers, evaluating its utility.	NR	
	1.3 Preparing lesson based e-resources.	NR	
Unit 2: Netiquettes, Ethics and values	2.1 Following proper protocol and observing copyrights	NR	
	2.2 Appreciating and acknowledging OERs by others	NR	
	2.3 Seeking appropriate permission for copyright material	NR	
	2.4 Avoiding plagiarism and misuse of digital resources.	NR	
Unit 3: Handheld devices	3.1 Get acquainted with various devices available such as tablet computers and mobile phones	NR	
	3.2 Operating various functions of Mobile phones like texting, calling, photographing, VIDEO SHOOTING, interacting with others, for supporting learning, giving feedback to learner etc.	NR	
	3.3 Updating knowledge about features of open source platforms like ANDROID.	NR	
Unit 4: ICT	4.1 Modern methods of Instruction	NR	

Integration with Pedagogy Practices	4.2 Exploration of ICT resources (educational tools and applications) for integrating available ICT into lessons (appropriate hardware- CD/DVD, projectors, interactive boards, appropriate software – audio, video, multimedia, animations, games and simulations etc. in computer lab.)	CR	Adopt and Modify teaching practices
	4.3 Evaluation and adoption of available ICT resources, relevant for teaching specific content.	CR	Adopt and Modify teaching practices
	4.4 Pedagogical analysis to determine content (What) and methods (how) and mapping it with suitable ICT, Finding alternative methods and ICTs.	NR	
	4.5 Designing lesson plans using 5 'E's of constructivism: Engage, Explore, Explain, Elaborate and Evaluate, for any content with proper ICT integration	CR	Adopt and Modify teaching practices
	4.6 Using ICT tools, techniques and resources to create scaffolding	NR	
	4.7 Classroom organization for ICT integrated lessons (Teacher centered, asking for more Self-learning, and participation in group activities.	CR	Adopt and Modify teaching practices
Unit 5: Planning lesson Integrating ICT (In workshop mode)	5.1 Lesson planning with integration of ICT and education processes - discussion 5.2 Workshop on steps involved in planning and conducting a lesson integrating ICT. 5.2.1 Selecting a unit of teaching 5.2.2 Content analyzing 5.2.3 Preparing a Concept map 5.2.4 Specifying learning outcomes 5.2.5 Identifying learning processes 5.2.6 Identifying relevant pedagogical processes 5.2.7 Identifying effective ICTs 5.2.8 Criteria for selecting ICT- relevance, availability, and accessibility, safety, free of cost, OER, interesting, Usability, User friendly	NR	

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
	5.2.9 Select the ICTs for use in the lesson		
	5.2.10 Decide how to use the selected ICT to facilitate the identified learning process to obtain the expected learning outcomes		
	5.2.11 Design the activities for teacher and students to perform- individually and in groups		
	5.2.12 Sharing it with others online and get feedback from the learners, peers, friends and mentor etc. and finalize the lesson Conduct the lesson and receive feedback from learners, peers, supervisors and mentor for improving subsequent lessons.		
	5.2.13 Conduct the lesson and receive feedback from learners, peers, supervisors and mentor for improving subsequent lessons.		
Practicum	• Preparation of lesson based e-resources. • Preparation of OER on any ONE important pedagogical area e. g. Group activity, CCE, use of TLMs etc. • Preparation of Digital Lesson Plan	NR CR CR	Adopt and Modify teaching practices Adopt and Modify teaching practices

Semester IV

Table No. 4.1.20: Paper-I School culture, leadership and teacher development

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S4.1 School culture, leadership and teacher development	Objectives • To familiarize student teachers with the structure and processes of the Indian education system.	NR	
	• To help student teachers develop a critical understanding of the notion of school organization and management in the context of the structure and processes of the education system.	NR	

	• To enable student teachers to develop a vision for education.	CR	Assessment of students in IC
	• To develop preliminary research skills of student teachers in education.	NR	
	• To enable student teachers to develop an understanding of school leadership and change management.	CR	Working in collaboration
Unit 1: Structure and processes of Indian Education system	1.1 History of Indian education system from ancient era till modern age.	NR	
	1.2 Types of school under different managements in the present situation.	NR	
	1.3 Roles and responsibilities of Educational functionaries.	NR	
	1.4 School's relations with educational administration, Academic institutions and community.	NR	
	1.5 School culture and organization of school activities such as morning assemblies, student parliament activities, festivals, days of national and state importance, annual days etc.	NR	
Unit 2: School Culture	2.1 Why School culture matters	NR	
	2.2 Identification of school culture	NR	
	2.3 Why transforming school culture is essential to educational reform	CR	Working in collaboration
Unit 3: School Effectiveness and School Standards	3.1 What is School effectiveness and how it is assessed	NR	
	3.2 Student completion rate(education stage-wise)	NR	
	3.3 Understanding and developing standards in education.	NR	
	3.4 Classroom management and role of teacher.	CR	Working in collaboration
	3.5 Preparation and transaction of Lesson plan in an inclusive set up	OR	Adopt and modify teaching practices
	3.6 Communication in the classroom and multiple learning level in the classroom.	NR	

Unit 4: School leadership and Management	4.1 Planning, Management and Administrative leadership	NR	
	4.2 Team leadership	NR	
	4.3 Pedagogical leadership	NR	
	4.4 Leadership for change	CR	Working in collaboration
	4.5 Change management	NR	
	4.6 Management of human, material and financial resource	NR	
Unit 5: Change Facilitation in Education	5.1 Adoption of community-based approach and building ownership of school in the mind of community members (community views the school as 'this is our school')	NR	
	5.2 RTE Act, 2009	CR	Identification of CWSN and SEDGs
	5.3 Adoption of whole school approach	NR	
	5.4 NCF 2005	CR	Assessment of students in IC
	5.5 NCFTE 2009	CR	Assessment of students in IC
	5.6 Celebrating success of the stake holders of the school	NR	
	5.7 District Primary Education Programme (DPEP) experiences	CR	Identification of CWSN and SEDGs
	5.8 Sarva Shiksha Abhiyan (S S A)	OR	Identification of CWSN and SEDGs
	5.9 Equity and equality in Education	OR	Identification of CWSN and SEDGs
	5.10 Incentives and schemes for girls, differently able, Disadvantaged children etc.	OR	Identification of CWSN and SEDGs
	5.11 Issues in educational and school reform	CR	Working in collaboration
	5.12 Preparing and facilitating change in education	CR	Working in collaboration
Unit 6: Understanding	6.1 An introduction to development of Teacher Education in India	NR	

Teacher Development	6.2 Concepts of Teacher Development and its impact on teacher, students, organization and community	NR	
	6.3 Teacher Education and Teacher Training	NR	
	6.4 Recommendations of various commissions and committees on Teacher Education in India	NR	
	6.5 Pre service and in service Teacher Education: Concept, nature, objectives and scope, contemporary issues and challenges	NR	
	6.6 Changing context of teacher education in the country with reference to Global scenario	CR	Working in collaboration
	6.7 Role and functions of I A S E, D I E T, C T E, NS, BTC, PPTTC, HTTC,HTC	NR	
	6.8 Mandate of N P E - 1986 , P O A – 1992 , on Teacher Education system	NR	
	6.9 Role ,functions and networking of institutions like UGC, NCERT, NCTE, NIEPA, NERIE, SCERT etc	NR	
	6.10 Continuous Professional Development (CPD)	CR	Working in collaboration
Practicum	The practicum component of this course is meant to help students made specific connections between field observations, class discussions, analytical presentations and participation in change visualization. A. Project work: To undertake a project on school culture and leadership in the neighbourhood and to prepare a project report. B. Workshop theme 1. Team building activities. 2. Developing a personal vision as a teacher. 3. Teacher as a leader. 4. Managing the classroom. 5. Role of the School Head. 6. Interactions with support organizations. 7. School improvement plan. 8. Change facilitation processes	NR	

Table No. 4.1.21: Paper-II Diversity, gender and Inclusive Education

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S4.2 Diversity, gender and inclusive education	Objectives • Developing a comprehensive and critical understanding on disability, marginalization and inclusive education.	OR	Identification of CWSN and SEDGs
	• To focus on the structures in our schools that serves as a hindrance towards inclusion of all students.	OR	Adopt and modify the teaching practices
	• Generate sensitivity towards local and global environment.	OR	Working in collaboration
	• To emphasize living in harmony with one self and with natural and social environment.	OR	Working in collaboration
	• To explore and understand the possibility of change through inclusive education	OR	Assessment of students in IC
Unit 1: Inclusive Education	1.1 Concepts and Principles of Inclusive Education	OR	Identification of CWSN and SEDGs
	1.2 Forms of Inclusion and Exclusion in Indian education (Marginalized section of society, gender, children with special needs)	OR	Identification of CWSN and SEDGs

	1.3 Historical and contemporary perspectives to disability and Inclusion
	1.4 Understanding children with special needs : Concept and Characteristics
	 -Sensory disabilities
	 *Visual impairment
	 a) Low vision
	 b) Blindness
	 *Hearing impairment
	 a) Hard of hearing
	 b) Deafness
	* Neuro- developmental disabilities
	    a) Intellectual disability
	    b) Specific learning disability
	    c) Learning difficulties
	    d) Autism spectrum disorder
	  *Other disabilities
	    a) Cerebral palsy
	    b) Loco-motor disability
	    c) Multiple disabilities, including deaf blindness
	    d) Speech and language disability
	    e) Mental illness
		OR
		
		OR
			Identification of CWSN and SEDGs
			
			Adopt and modify the teaching practices

	1.5 Policies, Legislations, Provisions and Services for children with special educational needs
	    a) PWD Act, 2016
	    b) RTE Act, 2009
	    c) Schemes and facilities for special educational needs
		OR	Identification of CWSN and SEDGs

	1.6 Approaches and skills of inclusive teaching	OR	Adopt and modify the teaching practices
	1.7 Adaptation of curriculum for CWSN.	OR	Adopt and modify the teaching practices
Unit 2: Gender, School and Society	2.1 Social construction of masculinity and femininity	CR	Identification of CWSN and SEDGs

	2.2 Patriarchies in interaction with other social structures and identities, such as matrilineal societies; Society control mechanism in patriarchal and matrilineal societies.	CR	Identification of CWSN and SEDGs
	2.3 Acts related to gender violence - a) Protection of women under Domestic Violence Act, 2005 b) Sexual harassment of women at work place (Prevention, Prohibition and Redressal Act 2013)	CR	Identification of CWSN and SEDGs
	2.4 Inclusive perspective: addressing gender, CWSN, socially disadvantaged etc. in school-curriculum, textbooks, classroom processes and student teacher interaction	OR	Identification of CWSN and SEDGs
	2.5 Working towards gender equality, equity and inclusion in classroom	OR	Working in collaboration
Unit 3: Diversities in Classroom	3.1 Different forms of classroom diversities	OR	Identification of CWSN and SEDGs
	3.2 Diversities as resource in teaching-learning processes.	OR	Adopt and modify the teaching practices
	3.3 Teacher's role in dealing diversities in classroom	OR	Working in collaboration
Practicum	TASK 1: Case study of a school going child to identify diverse needs and submit report thereof. OR Collect a success story of a differently-able person in the locality/community and submit a report thereof. TASK 2: Collect information from articles of print/electronic media on different issues related to inclusion, gender, CWSN (Children with Special Needs)/PWD (Person with Disability) and prepare a report and present in the class.	OR OR	Identification of CWSN and SEDGs

Optional Pedagogy Courses

Table No. 4.1.22: Paper-III Mathematics

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S4.3(A) Mathematics	Objectives • To enable student teachers to develop deeper insights into the content areas of mathematics at Primary level.	NR	
	• To make student teachers aware of the factors that impact on the process of acquisition of mathematical knowledge.	NR	
	• To sensitize student teachers about the way in which children respond to mathematical knowledge.	NR	
	• To help student teachers develop skills, deeper insights, acquire appropriate attitude, learn effective strategies that promote children's learning.	NR	
	• To make them enable to think and reason mathematically.	NR	
	• To develop them with sufficient knowledge and skills that helps them in designing appropriate activities for children.	NR	
Unit 1: Algebraic thinking and its applications	1.1 Number pattern that helps in generalization.	NR	
	1.2 Idea and use of variables.	NR	
	1.3 Formation of Algebraic expression, addition and subtraction of algebraic expression, identity.	NR	
	1.4 Formation and solution of Linear equations.	NR	
	1.5 Mathematical investigations/ puzzles that rely on algebraic thinking.	NR	
	1.6 Algebraic expression-its co-efficient, index, power,	NR	
	1.7 constant, monomial, polynomials (binomial, trinomial)	NR	
Unit 2: Mathematical Reasoning	2.1 Process of generalization:-Pattern recognition and inductive reasoning process that enables formation of hypothesis.	NR	

	2.2 Structure of Mathematics: Axioms, Definitions, Theorems.	NR	
	2.3 Validation processes of mathematical statements: Proof, Counter examples, Estimation.	NR	
	2.4 Problem solving in mathematics- a process.	NR	
	2.5 Creative thinking in mathematics.	NR	
	2.6 Manipulative mathematics.	NR	
Unit 3: Practical/ Commercial Mathematics and Data handling	3.1 Ratio and proportion	NR	
	3.2 Percentage	NR	
	3.3 Discount.	NR	
	3.4 Profit and loss.	NR	
	3.5 Interests (Simple and Compound)	NR	
	3.6 Collection, classification and interpretation of data.	NR	
	3.7 Presentation of collected data.	NR	
	3.8 Elementary statistical techniques	NR	
	3.9 Averages: (Mean, Median and Mode).	NR	
Unit 4: Geometric ways of looking at Space and Shapes	4.1 Geometric thinking level-Van Hieles.	NR	
	4.2 Congruency and Similarity.	NR	
	4.3 Transformations and geometric shapes.	NR	
	4.4 Construction of geometric shapes using geometric equipments.	NR	
Unit-5: Communicating Mathematics	5.1 Curriculum and classroom practices	NR	
	5.2 Role of text book in Teaching- Learning process of mathematics.	NR	
	5.3 Mathematics Laboratory / Resource Room.	NR	
Unit-6: Issues about Assessment in Mathematics	6.1 Open-ended questions and problems.	NR	
	6.2 Assessment for conceptual understanding.	NR	
	6.3 Assessment for evaluation of skills such as Communication and Reasoning	NR	
Practicum	• Draw any picture of any living organism using different symbols of mathematical relations through the application of the idea of manipulative mathematics	NR	

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
	• Make a list of all symbols, notations, operational signs used at elementary level mathematics.	NR	
	• Collect the cost of twenty different vegetables in the local market and calculate the Mean, Median and Mode of the market prices of the articles.	NR	
	• Prepare a 3-D object using no-cost materials and show its different components using separate colours for each kind of component. (Surfaces, Vertices, Edges).	NR	
	• Select five children from different socio-cultural and socio-economic background and collect their expected knowledge of different units for counting or calculation which proves that the role of social back ground in the process of the learning of mathematics.	CR	Identification of CWSN and SEDGs
	• Covert the mathematical statement; 'four-fifth' into vulgar fraction, decimal fraction, percentage and pictorial form.	NR	

Table No. 4.1.23: Paper- IV Science

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S4.3 (b) Science	Objectives • To encourage student teachers to revisit their own conceptual understanding of science.	NR	
	• To engage student teachers with various aspects of the nature of science.	NR	
	• To help student teachers to understanding children's ideas in relation to cognitive development and children's understanding of scientific concepts.	NR	
	• To help student teachers to select and use appropriate teaching-learning and assessment strategies.	NR	
Unit 1:	1.1 Nature of science.	NR	

Understanding Science and children's ideas about Science	1.2 Aims and objective of teaching science at elementary level.	NR	
	1.3 Children's ideas related to science concepts: probing documenting and analyzing children's idea related to science concepts.	NR	
	1.4 Science as process, science as product.	NR	
Unit 2: Classroom Transaction	2.1 Different ways of conducting inquiry: setting up simple experiment and investigation in different contents.	NR	
	2.2 Competency mapping and concept mapping.	NR	
	2.3 Science teaching through constructivist approach.	NR	
	2.4 Use of graphic organizer and visual organizer	NR	
	2.5 Use of ICT in science teaching.	NR	
	2.6 Methods of science teaching - project method, problem solving method, demonstration method, experimental method, laboratory method, Heuristic method	NR	
	2.7 Use of learning resources for effective transaction of science.	CR	Adopt and modify teaching practices
	2.8 use of science corner/lab and precautionary measures for handling science kit	NR	
	2.9 Preparation and use of TLM.	CR	Adopt and modify teaching practices
	2.10 Field trips to science museum, wildlife sanctuary, planetarium etc. and sharing of submitted report in the classroom.	NR	
Unit 3: Science for All	3.1 Issues of gender, language, culture and equity in science classes and strategies to address those.	CR	Adopt and modify teaching practices
	3.2 Introduction to science and society interface.	CR	Working in collaboration

	3.3 Environmental issues: Biodiversity, Eco-system, conservation of environment, pollution and treatment, Global warming, loss of habitat and endangered species with special reference to North-East India.	NR	
	3.4 Population Education: Health and Hygiene, Population Explosion, family planning, removal of social evils (superstition, child marriage, poly marriage, gender stereotype)	NR	
	3.5 Disaster Risk Reduction	NR	
	3.6 Use of Science and Technology in day to day life	NR	
Unit-4: Classroom Planning and Evaluation	4.1 Planning of teaching science - Annual plan, unit plan	NR	
	4.2 Competency based knowledge, activities and assessment.	NR	
	4.3 Continuous and comprehensives Evaluation (CCE) - use of different types of assessment and assessment tools for quality improvement of students.	NR	
Practicum	1. Identifications of different parts of plants through herbarium sheet. 2. Experimentation on different kinds of soil, e.g. Loamy, Sandy etc. 3. Collections of different kinds of seeds and preparation of chart. 4. Food item and their major elements. 5. Use of different kinds of lenses in different objects. 6. Measurement of elements of weather: temperature, rainfall, wind speed and atmospheric pressure. 7. Germination of seeds. 8. Making of Album, Chart and Model 9. Use of indicators to identify acid, base and salt. 10. Preparation of competency based TLM- class wise and lesson wise	NR	

Table No. 4.1.24: Paper-V Social Science

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S4.3 (c) Social Science	**Objectives** • To develop knowledge and skills to critically understand the concepts drawing from the discipline of history, geography, political science, economics and sociology to interpret present reality.	NR	
	• To be able to analyze social science school curriculum, syllabus and text books.	NR	
	• To develop skills to gather, interpret and analysis of data.	NR	
	• To get acquainted with and be able to use different pedagogies to transact the social science school curriculum.	NR	
	• To be able to assess children's learning keeping in view their all round development.	CR	Assessment of students in IC
Unit 1: Nature and importance of Social Science	1.1 Meaning and scope of social science.	NR	
	1.2 Importance of teaching social science at Upper Primary level.	NR	
	1.3 Objectives of teaching social science at school level as envisaged in NCF 2005	NR	
	1.4 Different Approaches to organize social science - Discipline Centered, Issues centered, Inter-disciplinary Approach of Social Science and Integrated Approach of Social Science.	NR	
Unit 2 : Important concepts of social science - understandin	2.1 Society: Social Structure, Social Stratification, Community and groups.	CR	Identification of CWSN and SEDGs
	2.2 Civilization: History and culture of different civilization with focus on Indus Valley Civilization	NR	

g change and continuity, Cause and effect, time perspective and chronology, socio-spatial interaction through the followings -	2.3 State: Authority, nation, nation state and citizen (institutional mechanism of administration at local, state and national level).	NR	
	2.4 Regions: Important Natural and Regions of the world Resources, race, people	NR	
	2.5 Market: Commodities, exchange, money transportation, export and import.	NR	
Unit 3: Methods, strategies and learning resources for teaching social science	3.1 Important Teaching Methods : 3.1.1 Lecture method 3.1.2 Lecture cum demonstration method 3.1.3 Project method 3.1.4 Dialogue and Discussion method 3.1.5 Source method 3.1.6 Dramatization method 3.1.7 Role play method 3.1.8 Problem solving method	CR	Adopt and modify teaching practices
	3.2 Important Teaching Strategies: 3.2.1 Collaborative and co-operative learning. 3.2.2 Activity based learning. 3.2.3 Critical thinking. 3.2.4 Experiential learning. 3.2.5 Teaching with case study 3.2.6 Multi-media based learning. 3.2.7 ICT enabled learning. 3.2.8 Field visit.	CR	Adopt and modify teaching practices
	3.3 Learning Resource for effective transaction of social science Curriculum. 3.3.1 Use of TLM and audio-visual aids. 3.3.2 Use of Namghor, Satra, Mosque, Gurudwar, Buddha Bihar, Church, Tol, Madrassa, Maqtab, community halls etc. as community resources.	CR	Adopt and modify teaching practices
Unit 4: Classroom	4.1 Need of planning for social science classroom transaction.	NR	

Planning	4.2 Analysis of school text books (Class VI to VIII) of social Science to understand the perspective about the subject.	NR	
	4.3 Concept Mapping and Competency mapping.	NR	
	4.4 Themes and structure of the units and its planning.	NR	
	4.5 Planning for teaching Social Science.	NR	
	4.6 Evaluation of planning.	NR	
	4.7 Importance of maintaining reflective journals on classroom practices during internship.	CR	Assessment of students in IC
Unit 5: Evaluation in Social Science	5.1 Assessment and evaluation–definition, need and importance	NR	
	5.2 Continuous and comprehensive evaluation (CCE) in social science.	CR	Assessment of students in IC
	5.3 Techniques and Tools of Evaluation. Techniques – Testing, observation, Inquiry, Analysis. Tools - Written test, Oral test, Diagnostic test, Achievement test, standardized test, observation schedule, interview schedule, project, seminar, experience sharing, sociometry, rating scale, check-list etc.	CR	Assessment of students in IC
	5.4 Feedback and reporting procedures	CR	Assessment of students in IC
Practicum	Field Study on social issues • Witch-hunting – a myth or a social evil? Indian stigma attached to witch-hunting, where the accusation is entirely based on speculations and social beliefs. Study the impact of Witch-hunting on present Assamese society. • Conduct a study in your locality about significantly increasing use of information and technology and its impact on the young generation. • Impact of Child marriage in our society- Conduct a study. • Racism/ Untouchability- an ancient evil of the Indian society that rose due to the caste system and is still prevalent in the	CR NR NR NR NR	Working in collaboration

	contemporary society. Is it a threat to a secular and democratic country like India? Conduct a study.	NR	
	• Economic Inequality- how it is affecting the education, growth and progress of young generation of our society?	NR	
	• Cynicism – Is cynicism among the youngsters damaging hopes of a sustainable society? Conduct a study in your locality.	NR	
	• Aggression – Is our society getting increasingly angry? Conduct a study in your locality on aggression, - its impact, causes and prevention.		
	• Religion – a tool for politics, the superstition that follow and the Goodman who preach them. Why it is still a very sensitive issue in the present society? Conduct a study.		

Table No. 4.1.25: Paper- VI English

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S4.3 (D) English	Objectives To develop in student teachers – • A perspective on English language Teaching (ELT)	NR	
	• Classroom management skill, procedures and teachings for teaching language.	NR	
	• An insight into the Assessment of English language acquisition.	NR	
	• Capability to adopt the textbook (upper primary) and for interpreting various text independently.	NR	

Unit 1: Key factors affecting acquisition of English as a second language	1.1 Polices of teaching English in India with special reference to Assam.	NR	Adopt and modify teaching practices
	1.2 Challenges for teaching English in a multilingual setting.	CR	
	1.3 Integrating English with other subjects.	NR	
Unit 2: Class room Practices and possibilities	2.1 Connections between classroom instruction and theories /principles to the teaching of English.	NR	
	2.2 Using multilingual class room as a resource for teaching English.	CR	Adopt and modify teaching practices
	2.3 Promoting the environment for learning English in and outside the class room, use of community resources.	NR	
Unit 3: Adopting the textbook	3.1 Compatibility of the textbook with the aims set in the school curriculum.	NR	
	3.2 Critical literacy: Response to and interpreting various texts independently (prose, poetry etc)	NR	
	3.3 Analyzing the English textbook of elementary level; understanding the literary terminology (simile, metaphor, imagery, irony, alliteration)	NR	
Unit 4: Assessment of English language Acquisition	4.1 Current assessment procedures.	NR	
	4.2 Attitude towards errors and mistakes in second language learning.	NR	
	4.3 Measuring and recording of learners' progress: portfolio, anecdotal records, teacher's diary, reflective journal etc.	CR	Assessment of students in IC
Practicum	• Spoken /Oral English activities: • Dramatization, extempore speech, debating, group/panel discussion etc. • Describing things, narrating events/ incident etc. • Designing language games. • Reading children literature. • Writing for wall magazine/news letter/word-wall etc.	NR	

Table No. 4.1.26: Paper-VII MIL

Course Code/ Title of the paper	Objectives/ Units	Remarks	Themes
Code S4.3 (E) MIL	Objectives • To develop understanding about the curriculum and syllabus of upper primary level.	NR	
	• To enable the student teachers to make analysis between curriculum and text book	NR	
	• To develop the skill of creative writing	NR	
	• To develop the skill of reading	NR	
	• To encourage the student teachers to prepare the handmade magazine and wall magazine and other writing also.	NR	
Unit 1: A look into the curriculum, syllabus and text book (from class VI to VIII)	1.1 Objectives of curriculum	NR	
	1.2 Relationship between text book, syllabus and curriculum	NR	
	1.3 Analysis of the features of the text books 1.3.1 Mapping competencies of language textbook of any class 1.3.2 Preparation of lesson plans from text book of any class 1.3.3 Preparation of lesson based TLM (from at least two lessons of any class)	NR	
Unit 2 : Creative Writing	2.1 Objectives of curriculum	NR	
	2.2 Preparation of a handmade magazine, wall magazine	NR	

	2.3 Comparison among curriculum, syllabus and text book.	NR	
Unit 3 : Extensive Reading	3.1 Using and analyzing of a resource beyond the text book	NR	
	3.2 Children literature	NR	
	3.3 Short stories	NR	
	3.4 Biography	NR	
	3.5 Travelogue	NR	
	3.6 Dictionary	NR	
	3.7 Encyclopedia	NR	
	3.8 News paper and magazine	NR	
Practicum	• Critical analysis of the upper primary (Class VI - VIII) curriculum • Analysis of the features of the text book of any class (Class VI - VIII) • Preparation a handmade magazine/ wall magazine (Group Activity) • Study a children literature and analyse it critically. • Mapping of competencies of lessons of subject wise textbooks. • Preparation of lesson plan and its transaction • Group discussion and sharing on the learning outcome of the extensive reading.	NR	

Paper S2.3 "Pedagogy of environmental studies" S3.2 "Pedagogy of Mathematics" and S3.3 "Pedagogy of MIL-II" do not have any objectives, sub-units and Practicum related to Inclusive Education.

Table No. 4.1.27: School Internship Activities I

Semester 2 : School Internship –I		
Activities to be undertaken	**Remarks**	**Themes**
1. Observation of teaching-learning process at school including Ka-Sreni	CR	Adopt and modify teaching practices
2. Developing students' profiles of a class	OR	Identification of CWSN and SEDGs
3. Interaction and Dialogue with students (analysis report)	CR	Working in Collaboration
4. Observe and record the 'Reading skills' of class V/VI students. (Necessary	CR	Identification of CWSN and SEDGs

formats to be developed for maintaining record)		
5. Case study of learners (in the light of understanding developed from various papers studied during Sem-1 & 2)	OR	Identification of CWSN and SEDGs/ Adopt and modify teaching practices
6. Green-school idea to make the school environment eco-friendly	NR	
7. Organization of Art and Creative Education activities - Performance of drama, organizing debate competition etc.	CR	Adopt and modify teaching practices
8. Organization of Work Education activities - Preparation of Action plan on Work and Education (class wise and its implementation), Preparation of hand magazine, collage, wall magazine etc.	CR	Working in collaboration
9. Organization of Yoga- Student teachers will conduct different types of ASANAS at least five – Sukhasana, Ardha Padmasana, Padmasana, Bajrasana, Halasana Bhujangasana, Savasana etc.	NR	
10. Writing Reflective diary/journal	CR	Assessment of students in IC
11. Organization of Workshop on SWOT analysis	NR	
12. ECCE activities- the trainees to plan ECCE activities as a daily basis and undertake these activities in Ka-Shreni of lab schools (five days)	CR	Adopt and modify teaching practices

Table No. 4.1.28: School Internship Activities II

Semester 3: School Internship II

Activities to be undertaken	Remarks	Themes
1. Unit planning, Lesson planning, and preparatory demonstration class at the institution (Critical analysis of peers' performance)	NR	
2. Development of useful Teaching-Learning Materials (TLMs)	OR	Adopt and modify teaching practices
3. Case study of a Class (in the light of understanding developed from various papers of D. El. Ed. programme)	CR	Adopt and modify teaching practices/ Identification of CWSN and SEDGs
4. Lesson planning and Transaction of lessons in school	CR	Adopt and modify teaching practices
5. Writing Reflective diary/journal	CR	Assessment of students in IC

6. Organization of Art and Creative education activities - Creative writing (poem /story/role play/news writing, Clay modeling etc.	CR	Working in collaboration
7. Organization of work education activities- Mapping of community resource of the surrounding of the school and utilization of community resource, gardening (maintenance of garden- rising of flower, seedlings, vegetables, shrubs and its nurturing) etc.	CR	Working in collaboration
8. Organization of yoga- Student teacher will demonstrate and conduct PRANAYAMS, KRIYA, MUDRA, ANULUM BILUM, KAPAL BHATI, DHYAN and MEDITATION	NR	

Table No. 4.1.29: School Internship Activities III

Semester 4:   School internship-III

Activities to be undertaken	Remarks	Themes
1. Lesson planning and classroom transaction (Use of TLM, ICT integration, Art integration)	OR	Adopt and modify teaching practices
2. Action research related to teaching subjects of schools	CR	Identification of CWSN and SEDGs/ Assessment of students in IC
3. Preparation of School Development Plan (taking in to consideration enrolment class-wise, repetition rate class-wise, completion rate of students, drop-out rate class-wise, average attendance)	OR	Adopt and modify teaching practices
4. Assessment and Evaluation of student learning	CR	Assessment of students in IC
5. Writing Reflective diary/journal (with reflection on own teaching and peer teaching)	CR	Assessment of students in IC
6. Organisation of Art of creative education activities-Making of Poster /hand written magazine/wall magazine/Pot/Calender/Greetings card/collage performance of performing art etc.	CR	Working in Collaboration
7. Organisation of work education activities-chart preparation on mapping works related to class-wise other curricular subjects, preparation of stationery items success files, registers	CR	Working in Collaboration

	envelope writing pads album map etc., plantation, project work on curricular subjects, making items from waste materials etc.		
8.	Organisation of activities on physical education- student teachers will demonstrate different type of drills with without tools during the class, organise and conduct minor games, relay games, Kabaddi, kho-kho etc., continuation of Asanas.	CR	Working in Collaboration
9.	Workshop on vision, aspiration and purpose of life, ego and self in relation to human development, role of science and religion in society.	CR	Working in collaboration
10.	Community work for 2 weeks	CR	Working in collaboration

4.1.1 Analysis and Interpretation of Master Data Sheet of the Curriculum Analysis as per the criteria

Table No. 4.1.1.1: Analysis of 1st semester papers of D. El. Ed Curriculum

Detailed description of contents related to Inclusive Education in 1st semester								
Total No. of Papers: 9 Total No. of Units : 36 Total No. of Sub Units: 202								
Content/ Observation	Overtly related		Covertly related		Not related		Total	
	F	Percentage	F	Percentage	F	Percentage	F	Percentage
Objectives	7	14	7	14	36	72	50	100
Sub-units	17	8.42	44	21.78	141	69.80	202	100
Practicum	4	12.50	5	15.63	23	71.87	32	100

*F=frequency

Table No. 4.1.1.2: Analysis of 2nd semester papers of D. El. Ed Curriculum

Detailed description of contents related to Inclusive Education in 2nd semester								
Total No. of Papers: 6 Total No. of Units : 28 Total No. of Sub Units: 126								
Content/ Observation	Overtly related		Covertly related		Not related		Total	
	F	Percentage	F	Percentage	F	Percentage	F	Percentage
Objectives	1	3.22	5	16.13	25	80.65	31	100
Sub-units	6	4.76	12	9.52	108	85.72	126	100
Practicum	2	7.41	8	29.63	17	62.96	27	100

*F= Frequency

Table No. 4.1.1.3: Analysis of 3rd semester papers of D. El. Ed Curriculum

Detailed description of contents related to Inclusive Education in 3rd semester								
Total No. of Papers: 7 **Total No. of Units : 29** **Total No. of Sub Units: 127**								
Content/ Observation	Overtly related		Covertly related		Not related		Total	
	F	Percentage	F	Percentage	F	Percentage	F	Percentage
Objectives	0	0	11	30.56	25	69.44	36	100
Sub-units	1	.79	32	25.20	94	74.01	127	100
Practicum	0	0	6	18.18	27	81.82	33	100

*F= frequency

Table No. 4.1.1.4: Analysis of 4th semester papers of D. El. Ed Curriculum

Detailed description of contents related to Inclusive Education in 4th semester								
Total No. of Papers: 8 **Total No. of Units : 31** **Total No. of Sub Units: 161**								
Content/Observation	Overtly related		Covertly related		Not related		Total	
	F	Percentage	F	Percentage	F	Percentage	F	Percentage
Objectives	5	14.71	3	8.82	26	76.47	34	100
Sub-units	16	9.94	29	18.01	116	72.05	161	100
Practicum	2	6.25	2	6.25	28	87.50	32	100

*F= frequency

In the table No. 4.1.1.1 it is depicted that in first semester there are total 50 objectives of the 9 papers out of which 14% is overtly related to Inclusive Education, 14% is covertly related to Inclusive Education and 72% is not related to Inclusive Education. From the 9 papers/courses there are 36 units which consist of 202 sub-units in which 8.42%, 21.28%, and 70.30% are overtly, covertly, and not related to Inclusive Education respectively. There are a total of 32 practicums given in the 1st-semester papers, out of which 12.50% are overtly related to Inclusive Education, 15.63% are covertly related to Inclusive Education and 71.87% are not related to Inclusive Education.

As shown in the table No. 4.1.1.2 the total number of papers/courses of 2nd semester is 6. In the second semester, there are total of 31 objectives of the 6 papers out of it 3.22% is overtly related to Inclusive Education, 16.13% is covertly related to Inclusive Education and 80.65% is not related to Inclusive Education. The 6 papers/course has 28 units which consist of 126 sub-units out of which 4.76%, 9.52%, and 85.72% are overtly, covertly, and not related to Inclusive Education respectively. Out of 27, practicum in the semester 7.41% is covertly or directly related to Inclusive

Education, 29.63% is covertly related to Inclusive Education and 62.96% is not at all related to Inclusive Education.

As mentioned in the table no.4.1.1.3 the total number of papers/courses in the 3rd semester is 7. In the Third semester, there are a total of 36 objectives of the 7 papers out of it 0%, not any objective is overtly related to Inclusive Education, 30.56% is covertly related to Inclusive Education and 69.44% is not related to Inclusive Education. The 7 papers/course has 29 units which consist of 127 sub-units out of which 1.57%, 25.98%, and 72.45% are overtly, covertly, and not related to Inclusive Education respectively. Out of 33, practicum given in the second semester 0% is covertly or directly related to Inclusive Education, 18.18% is covertly related to Inclusive Education and 81.82% is not at all related to Inclusive Education.

As shown in the table No. 4.1.1.4 the total number of papers/courses of 4th semester is 7. In the fourth semester, there are total of 34 objectives of the 7 papers out of it 14.71% is overtly related to Inclusive Education, 8.82% is covertly related to Inclusive Education and 76.47% is not related to Inclusive Education. The 7 papers/course has 31 units which consist of 161 sub-units out of which 9.94%, 18.01%, and 72.05% are overtly, covertly, and not related to Inclusive Education respectively. Out of 32, practicum in the semester 6.25% is covertly or directly related to Inclusive Education, 6.25% is covertly related also. Whereas, 87.50% is not at all related to Inclusive Education.

Table No. 4.1.1.5: Analysis of internship activities of D. El. Ed. curriculum

Activities to be Undertaken in the School Internship				
Observation	OR	CR	NR	Total
School Internship-I	16.67%	58.33%	25%	100%
School Internship-II	12.50%	62.50%	25%	100%
School Internship-III	20%	80%	0%	100%

As given in the curriculum the school Internship activities are distributed over 3 semesters i.e. 2nd, 3^{rd,} and 4th semesters. In the second semester and school internship-I, 16.67% of the activities are overtly related to Inclusive education, 58.33% and 25% are covertly related and not related to Inclusive Education respectively. In the school internship-II, 12.50%, 50%, and 37.50% are overtly related, covertly related, and not related to Inclusive Education respectively. The internship activities to be undertaken in the fourth semester 20% are overtly related to Inclusive Education, 80% are covertly related or indirectly related to Inclusive Education.
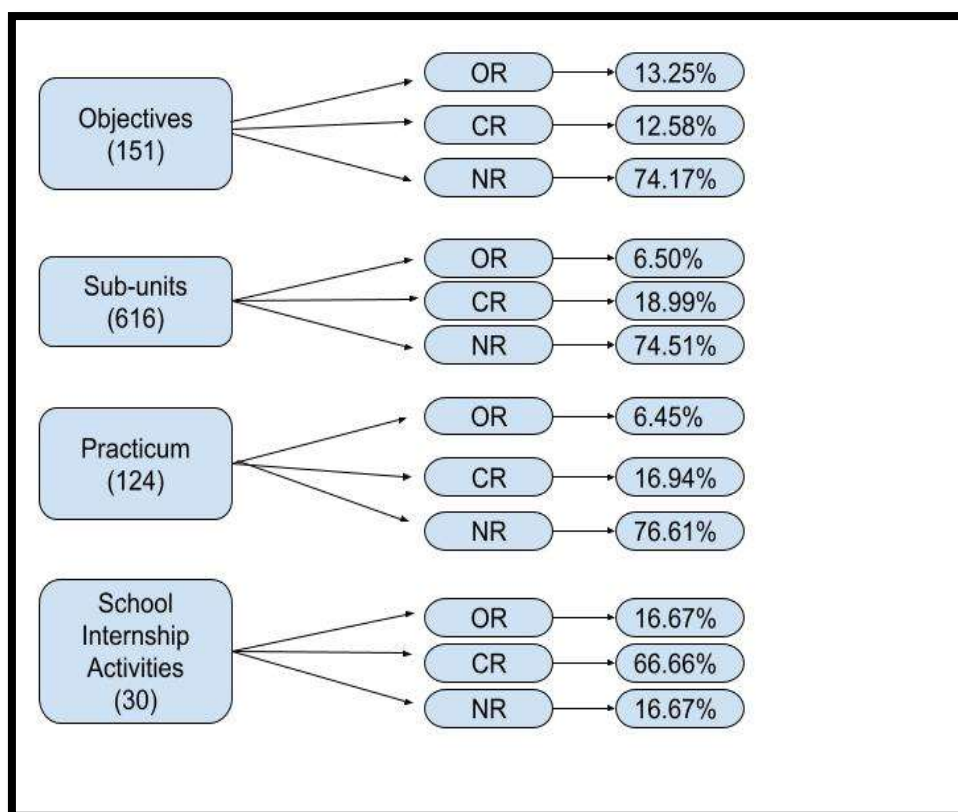
Figure No. 4.1.1: Criteria of Inclusive Education in the D.El.Ed curriculum

4.1.2 Interpretation and Discussion of Master data sheet of the Curriculum as per the themes

A. Theme I: Identification of CWSN and SEDGs

This theme has been widely echoed in the whole syllabus. The researcher has found that out of the 39 related objectives 11 objectives in the whole curriculum falls under the theme of identification of CWSN and SEDGs. In Paper S1.1 objective No. 2, 3, in Paper S1.2 objective No. 1, 2, and in Paper S1.7 objective No. 6 in the first semester exhibits the theme identification of CWSN and SEDGs. For instance, objective No. 3 of Paper S1.1 is stated as "*to develop understanding about the developmental processes of children with diverse abilities in social and cultural context*" relate to the above-stated theme. This theme was also found in objective 1 of Paper S1.2 as "*to understand the importance of early childhood years as foundation for lifelong learning and development.*" These objectives direct to develop the skills of identification of CWSN and SEDGs among the student teachers. Likewise, in Paper S2.1 objective No. 2, Paper S3.1 objective No. 1, Paper S3.6 objective No. 1, Paper S4.1 objective No. 3, S4.2 objective No. 1 and in Paper S4.3 objective No. 5 also

showed content related to Identification of CWSN and SEDGs. As objective No. 2 in Paper S2.1 i.e. "*to familiarize with the socio-political, economic dimensions of Indian society and to appreciate its diversity*" exhibits content that prepares students to identify SEDGs in the classroom.

Further, the same theme identification of CWSN and SEDGs emerged in the 58 sub-units out of 157 related sub-units in the entire curriculum. The sub-units such as 3.1.2, of Paper 1 "*Stages of child's social development*" indicated the theme of identification. The same was observed in the Paper 2 sub-unit 1.4 "*Impact of children's home background, community and school experiences in their Holistic Development*" It was also evident in Paper S2.2 under sub-unit 2.2 i.e. "*Education for social change and social transformation*" which encouraged student teachers in the identification of CWSN and SEDGs. It is also seen that in the Paper S3.1 sub-unit 1.5 "*Concept and types of learning difficulties*" student teachers learn about identifying the diverse learner group. In the first-semester Paper S1.1 and its sub-units such as 1.1.3, 1.1.4, 1.2, 1.3.5, 2.2, 3.1, 3.1.2, 3.2.3, 3.3, 3.3.1, 3.3.2, 4.1, 5.1, and 5.3; in Paper S1.2 sub-units 1.3, 1.4, 1.5, 2.1 and 4.2; in Paper S1.3 sub-units such as 1.4, 1.5, 2.1, 3.1, 3.2 and 3.3; in Paper S1.6 paper sub-unit 2.1 and in Paper S1.9 sub-unit 4.7 showed content related to the identification. In the second-semester Paper S2.1 sub-units 2.1, 2.3, 4.1, 4.3, and 4.6; in Paper S2.2 sub-unit 2.2 and 2.3 were found under theme Identification. Similarly, in the third-semester Paper S3.5 sub-unit 1.11 and in the fourth semester S4.1 sub-units 5.2, 5.7, 5.8, 5.9, and 5.10; in Paper S4.2 sub-units 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4 and 3.1 comes under the same theme. Lastly, in Paper S4.3 (c) sub-unit 2.1 as "*Society: social structure, social stratification, community and groups*" the theme Identification of CWSN and SEDGs was reflected.

In the practicum section also five out of 29 related (both covertly and overtly related) practicums reflected the above-stated theme.

In the school internship activities of the D. El. Ed curriculum out of 25 (overtly and covertly) related activities five of them were related to the theme identification of CWSN and SEDGs.
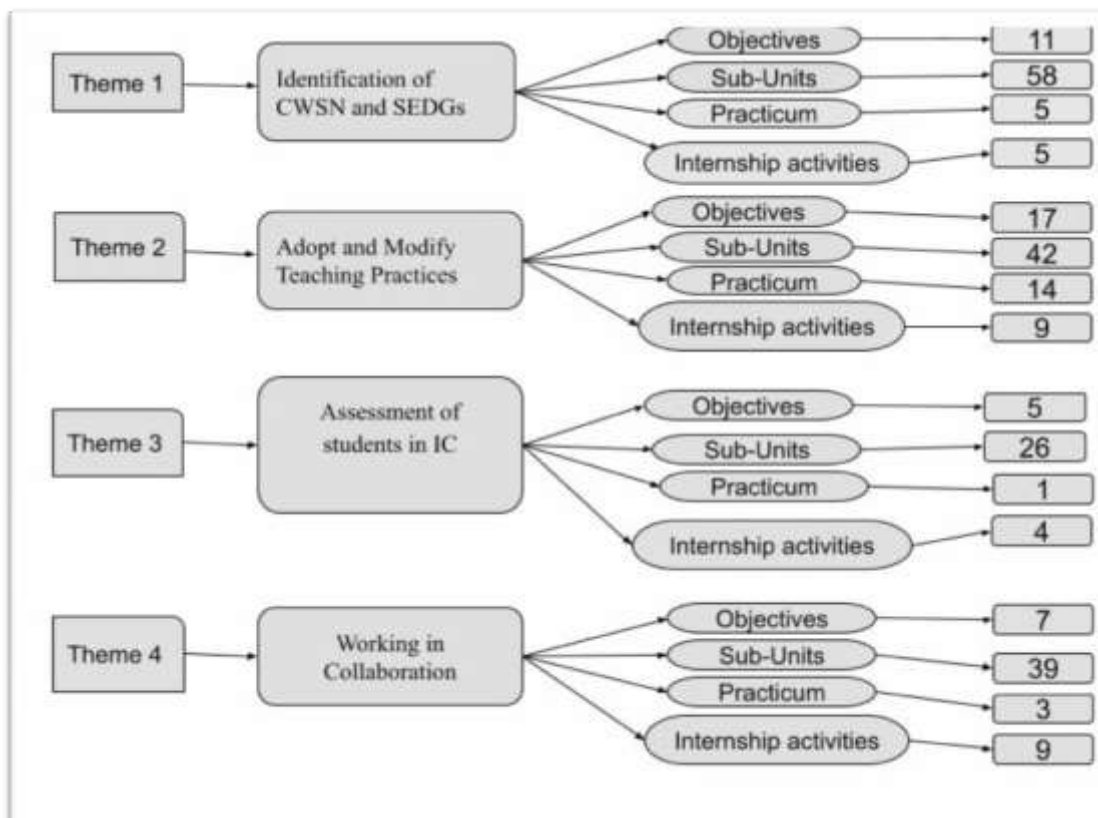
Figure No. 4.1.2: Themes of Inclusive Education in the D.El.Ed. curriculum

B.   Theme II: Adopt and Modify Teaching Practices

The results of the content analysis showed that out of 39 objectives 17 of them were related to adopting and modifying the teaching practices. In Paper S1.1 objective No. 4 stated "*to provide hands-on experience to interact with the children and training methods to understand aspects of developmental children*" which demonstrated the theme adopt and modify teaching practices. In Paper S1.2 objective No. 3 and 4, in Paper S1.3 objective No. 4, in Paper S1.4 objective No. 4, and in Paper S1.7 objective No. 1 exhibited the above-stated theme. In Paper S2.5 objective No. 5, S2.6 objective No. 5, S3.5 Objectives No. 1, 7, and 8, in Paper S3.7 objective no.4, and Paper S4.2 objective No. 2 were also apparent under the theme adopt and modify teaching practices.

This theme was also evident in 42 sub-units out of 157 sub-units (both overtly and covertly related). In Paper S1.1 in sub-unit 1.3.5, 2.2, 3.1.4, and 4.2 "*Social, economic and cultural differences in socialization*" underlined the theme adopt and modify teaching practices. Similarly, in Paper S1.2 sub-units 2.4 and 2.5 exhibited overtly related content to the specified theme. In the same Paper sub-unit 3.3 "*planning and design of theme-based activities with appropriate learning material on ECCE*

programme" was found to be covertly related to the given theme. Along with this, in Paper S1.3 sub-units 1.2, 3.2, 3.3, 3.4, 3.5, and 3.6; in Paper S1.4 sub-unit 3.2, S1.5 sub-unit 2.4, in Paper S1.7 sub-unit 1.1 and 3.2, in Paper S1.8 sub-unit 3.2 were also aligned with the same theme. Similarly, in Paper S2.1 sub-unit 2.3, in S2.2 sub-unit 1.1, 2.3, 4.1, 5.1; in Paper S2.4 sub-unit 2.2, in Paper S3.1 sub-unit 4.2, in Paper S3.5 sub-units 1.1, 1.3, .4, 1.5 and 1.7; in S3.7 sub-units 4.2 4.3, 4.5 and 4.7 showed similar content related to the theme adopt and modify teaching practices. In the fourth semester Paper, S4.1 sub-unit 3.5; in Paper S4.2 sub-units 1.4, 1.6, 1.7, and 3.2; in Paper S4.3 (b) sub-units 2.7, 2.9, and 3.1; in Paper S4.3 (c) sub-units 3.1, 3.2, 3.3 contents related to adopting and modifying teaching practices were found. Lastly, Paper S4.3 (d) sub-units 1.1 and 2.2 stated "*Challenges for teaching English in a multilingual classroom*" and "*Using multilingual classrooms as a resource for teaching English*" exhibited the theme adopt and modify teaching practices.

In the practicum section also, 14 given practicum out of 29 practicums were identified under the theme adopt and modify the teaching practices. In paper S2.2 one practicum as "*development of different activities relating to child's construction of knowledge*" reflected the stated theme.

The theme adopt and modify teaching practices could be seen in 9 school internship activities of the program.

C. Theme III: Assessment of Students in IC

The findings of document analysis revealed that 5 related objectives of the entire curriculum out of 39 related objectives were found to be under the theme of Assessment of students in Inclusive Classroom. In the Paper S1.1 objective No. 5, objective no.3, in Paper S2.5, S3.5 and S4.1 were related to the theme Assessment of students in Inclusive Classroom. Objective No. 5 in both Papers S4.2 and S4.3 (c) exhibited a similar theme.

This theme was also reflected in 26 sub-units in the whole curriculum. In Paper S1.1 sub-unit 3.1.1, in S1.2 sub-unit 4.3 "*Reporting children's progress*" and in Paper S1.4 sub-unit 1.4 "*Reflective statements of aspiration and expectations based on one's learning through the course*", sub-unit 1.8 also reflected this theme. The findings also showed that in Paper S3.1 sub-units 1.2, 6.1, and 6.2; in Paper S3.4 sub-units 2.5 and 5.2; in Paper S4.1 sub-units 5.4 and 5.5; in Paper S4.2 sub-unit 1.4 and the pedagogy

Paper S4.3 (c) sub-units 4.7, 5.2, 5.3 and 5.4 were related to the theme Assessment of students in Inclusive Classroom Lastly, Paper S4.3 (d) sub-unit 4.3 "*Measuring and recording of learners' progress: portfolio, anecdotal records, teachers' diary, reflective journals, etc.*" was found to be covertly related to inclusive education.

In the practicum section, only one practicum in Paper S3.4 was related to the theme Assessment of students in Inclusive Classroom.

Total four school internship activities exhibited the theme enabling student teachers to assess students in IC.

D. Theme IV: Working in Collaboration

The findings of the document analysis showed that the theme of working in collaboration was found in 7 related objectives out of 39 objectives of the D. El. Ed. curriculum. In Paper S1.2 objective No. 6, in Paper S1.7 objective No. 3 as "*to develop skill of keen observation, imagination, patience and discipline*" revealed the theme of working in collaboration. In Paper S1.9 objective No. 2, in Paper S3.6 objective No. 2 stated as "*to understand the reciprocal relationship between health & physical education and understand the role of the teacher and possible ways of engaging*"; in Paper S4.1 objective No. 5, in Paper S4.2 objective No. 3 and 4 "*generate sensitivity towards local and global environment*" was also overtly related to the theme of working in collaboration.

The theme of working in collaboration was also evident all over 39 sub-units out of 157 related sub-units in the entire curriculum. The findings revealed that in Paper S1.1 sub-unit 2.3, 4.3, 4.4, 4.5, 5.2, and 5.4; in Paper S1.3 sub-unit 2.2; in Paper S1.4 sub-units 2.4 "*Development of team-spirit and working in groups*", 2.5, 2.6, 2.7, 2.10, 2.11 and 2.12 "Conflict resolution and stress-management" exhibited the theme working in collaboration in an inclusive environment. In Paper S1.9 sub-unit 1.4 "*Work education integrate all the four pillars of education foundation- learning to know, learning to do, learning to live together and learning to be*" also demonstrated the theme working in collaboration. In the second semester, in Paper S2.1 sub-unit 2.5, and in Paper S2.2 sub-units 2.2, 4.3 as "*Meaning of teaching and its relationship with learning and learner*" along with sub-units 4.4, 4.5, and 4.6 reflected the given theme. In Paper S3.1 sub-unit 5.2 and 6.1.7; in Paper S3.5 sub-unit 1.6; in Paper S3.6 sub-units 1.2, 1.3, and 3.4 exhibited the same theme. In the last semester, in Paper

S4.1 sub-units 2.3, 3.4, 4.4, 5.11, 5.12, 6.6, and 6.12; in Paper S4.2 sub-unit 2.5; in Paper S4.3 (b) sub-unit 3.2 was also related to the theme working in collaboration.

In the practicum section also, three related practicums out of 29 practicums were identified under the theme of working in collaboration.

This theme could be seen in nine school internship activities out of 25 related activities.

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SECTION II

</div>

4.2   Analysis of Objective No. 2

To study the Infrastructural and Human Resources for an Inclusive setup in the DIETs.

To study the second objective self-developed checklists have been prepared by the researcher. The checklist used in the study for Infrastructural and Human resources facilities constitute of various dimensions such as infrastructural facilities, administrative facilities, library facilities, and classroom facilities. Collected data have been analysed using various tables and diagrams and has been categorised into two headings under the following tables-

A. Infrastructural Facilities

<div align="center">

Table No. 4.2.1: Availability of Infrastructural Facilities

</div>

Sl. No.	Statements	Respondents	
		Yes	No
1	The Institute have ramp facilities to every building	16.67	83.33
2	The entrance of the classrooms is wider for a person with a tricycle or wheel chair to enter	100	0
3	The ramps have handrails on both the sides.	16.67	83.33
4	Spacious and accessible toilets (especially modified for entry of wheel chair and its circular movement inside the toilet).	33.33	66.67
5	Separate toilets for boys and girls	100	0
6	Separate toilet facility available for children with special needs.	16.67	83.33
7	Toilets are having grab-rails.	33.33	66.67
8	Accessible drinking water facilities to children with special needs.	66.67	33.33

| 9	Doors can be easily opened.	100	0
10	Assistive devices are available for teaching children with special needs	16.67	83.33
11	Projectors are available in the classrooms	83.33	16.67
12	Resources rooms are available in the institute.	50	50
13	Easy movement is possible inside the campus.	83.33	16.67
14	Aids and appliances in the institute are in good condition.	83.33	16.67
15	Projectors are in usable conditions.	100	0
16	The students with disability can easily access all the buildings.	33.33	66.67
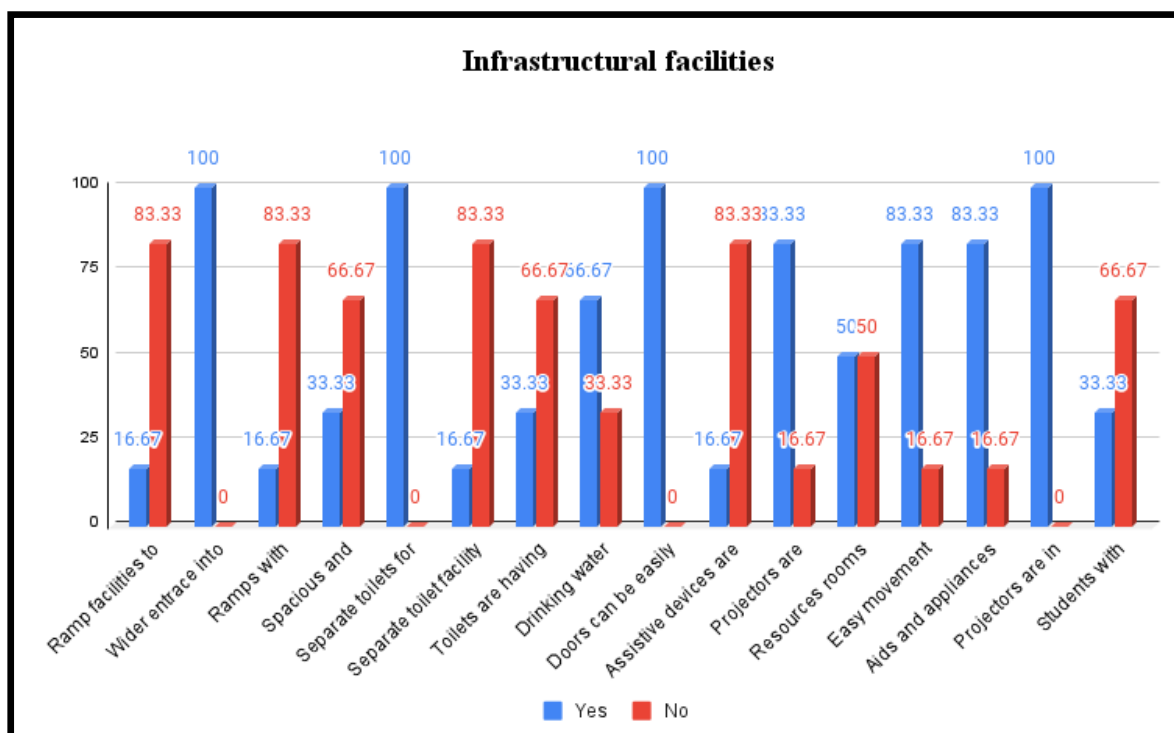
Figure No. 4.2.1: Available Infrastructural facilities

As per the data presented in table no. 4.2.1 and figure no. 4.2.1 it is clear only few of the (16.67%) DIETs have ramp facilities with handrails on both sides to every building, suitable and separate toilet facilities for students with disability, and assistive devices for teaching-learning of students with special needs. On the other hand, 83.33% of institutions do not have ramp facilities. Almost all the DIETs (100%) have the facility for the wider entrance of the classrooms for a person with a tricycle or wheelchair to enter with wide open doors and separate toilet facility for boys and girls. However, 66.67% of institutes do not provide a spacious toilet with grab-rails for entry of wheelchair. Regarding drinking water facility in 33.33% of institutes, the

drinking water facility was not accessible to children with special needs. Considering the availability of devices and appliances almost all the DIETs have projector. However, in majority (83.33%) of the institutes aids and appliances were available in usable conditions.

Source: Picture taken by the researcher

Image No. 4.2.1: Inaccessible Resource Room

Resource rooms were available in 50% of institutes, although in 16.67% easy movement was not possible since some resource rooms were on the first floor and no ramp facility was available to them.

Source: Picture taken by the researcher

Image 4.2.2: Inaccessible Buildings

Out of all only, 33.33% of institutes students with disability can easily move around and access every building in the institute.

The results of the study on the present administrative facilities in the District Institute of Education and Training for inclusive setup are explained in table No. 4.2.2.

Table No. 4.2.2: Availability of Administrative Facilities

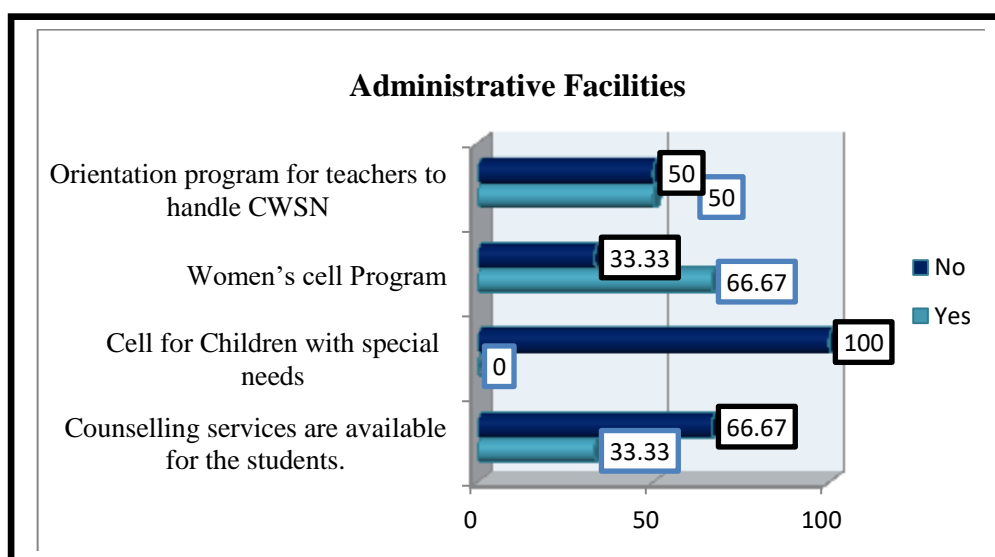| Sl. No.	Statements	Respondents	
		Yes	No
1	Counselling services are available for the students.	33.33	66.67
2	Cell for Children with special needs	0	100
3	Women's cell Programme	66.67	33.33
4	Orientation programme for teachers to handle CWSN	50	50

Figure No. 4.2.2: Administrative Facilities

It is depicted from the above table 4.2.2 that availability for counselling services were available only in 33.33% of institutes. Whereas, majority (66.67%) of sample DIETs do not have the facility of counselling services. Almost all the DIETs do not have disability cell for CWSN. However, women cell was available (66.67%). In half of the institutes (50%), orientation had been conducted for the teachers to deal with children with special needs.

The survey findings for the existing library facilities for an inclusive setup in the institutes are given below in table 4.2.3.

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Table No. 4.2.3: Library Facilities

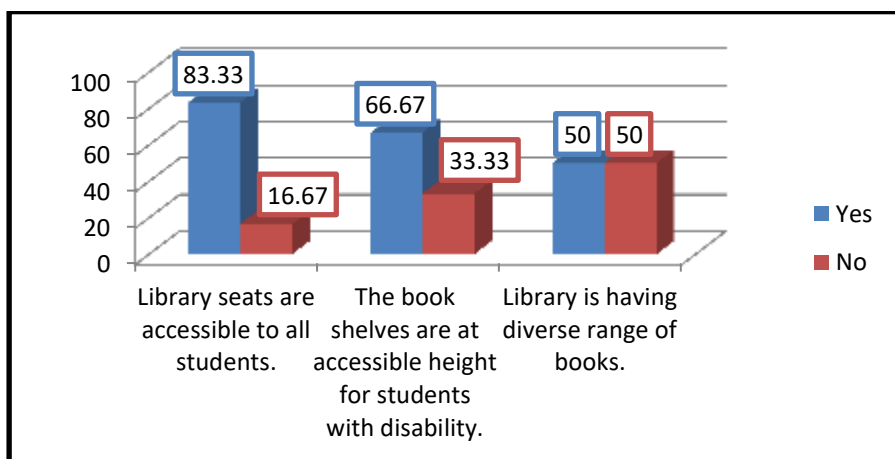| Sl. No.	Statements	Respondents	
		Yes	No
1	Library seats are accessible to all students.	83.33	16.67
2	The book shelves are at accessible height for students with disability.	66.67	33.33
3	Library is having diverse range of books.	50	50

Figure No. 4.2.3: Library Facilities

It is found from the Table No. 4.2.3 that 83.33 % of DIETs have sitting arrangements in the library which are suitable and accessible to all students. The bookshelves were at accessible heights for students with special needs in only 66.67% of institutes. 50% of institutes have responded that they had a diverse range of books for the students.

The results from the survey on classroom facilities for an inclusive setup are explained in Table No.4.2.4.

Table No. 4.2.4: Classroom Facilities

Sl. No.	Statements	Respondents	
		Yes	No
1	The chair and the tables in classrooms are *adjustable* for the children with special needs	50	50
2	The blackboard/ whiteboard is placed at appropriate height	100	0
3	Inside the classroom the furniture are arranged properly for the movement of students with disability.	50	50
4	The sitting arrangements are comfortable for the students with	16.67	83.33

|			
	disability.		
5	The height of the desk and benches are appropriate for the students.	83.33	16.67
6	The classrooms is designed such a way to get adequate daylight and extra light when necessary	100	0
7	The laboratories are user-friendly for students with disability.	33.33	66.67
8	Classroom is free from external disturbances	100	0
9	There is space for teachers to move around inside the classroom.	100	0
10	Classrooms are neat and clean.	100	0
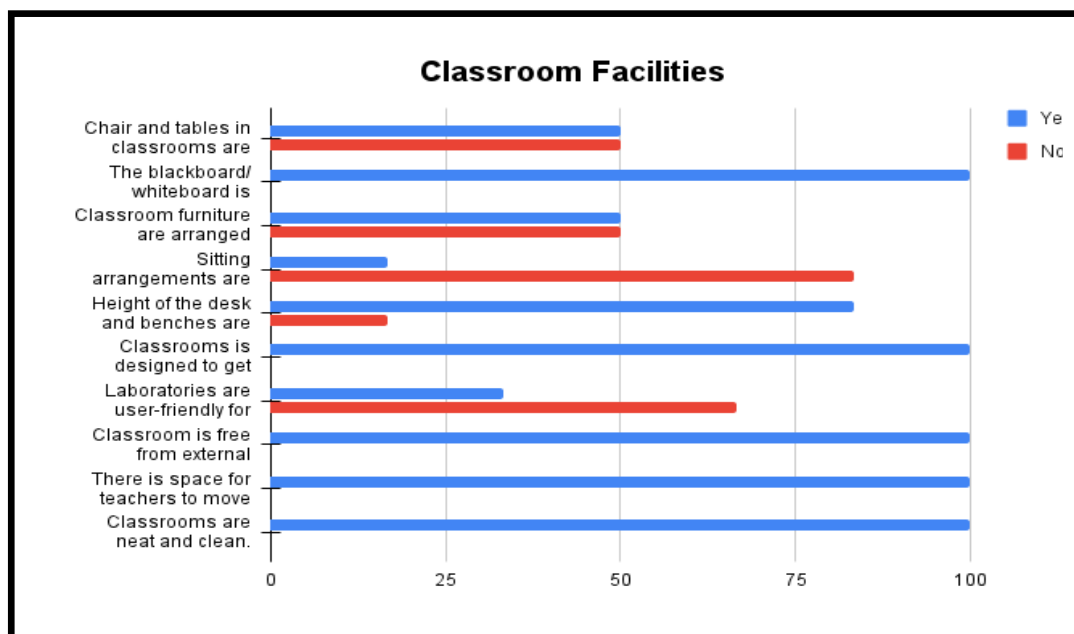
Figure No. 4.2.4: Classroom Facilities

The table 4.2.4 illustrates the classroom facilities available in the institutes. It is evident from the results that in 50% of institutes the classroom furniture was adjustable as per the need of a student with special needs. Almost all the institutes have placed the blackboards at an appropriate height, classrooms were free from external disturbances, space for teachers to move around and the classrooms were neat and clean. In most of the institutes (83.33%) height of the desk and benches were appropriate for students. However, in 83.33% institutes do not have comfortable sitting arrangements and in 66.67% do not have user-friendly laboratory.

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Source: Pictures taken by the researcher

Image No. 4.2.3: Showing arrangements and comfortability of the furniture for inclusive classroom

Source: Pictures taken by the researcher

Image No. 4.2.4: Showing arrangements and comfortability of the furniture for inclusive classroom

B. Human Resource Facilities

Table No. 4.2.5: Human Resource Facilities

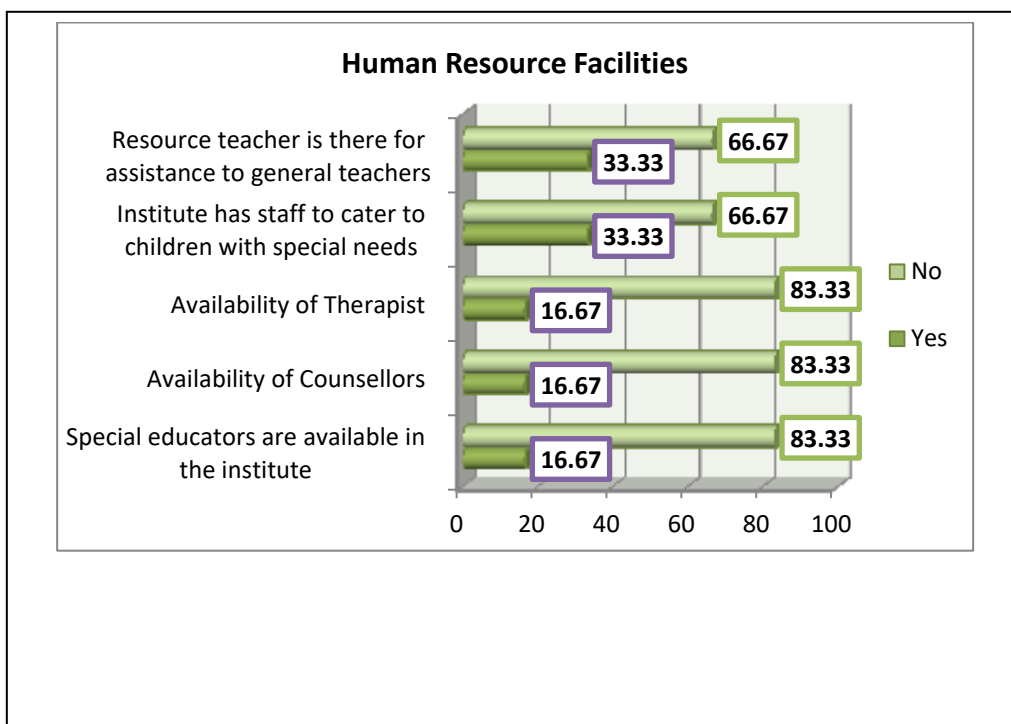| Sl. No.	Statements	Respondents	
		Yes	**No**
1	Special educators are available in the institute	16.67	83.33
2	Availability of Counsellors	16.67	83.33
3	Availability of Therapist	16.67	83.33
4	Institute has staff to cater to children with special needs	33.33	66.67
5	Resource teacher is there for assistance to general teachers	33.33	66.67

Figure No. 4.2.5: Human Resource Facilities

The above-mentioned table no. 4.2.5 and figure no. 4.2.5 represents the findings of existing human resource facilities for an inclusive setup in the District Institute of Teacher Education. It is stated that in majority (83.33%) of institutes special educator, counsellor and therapists were not available. It is also found that only in 33.33% of institutes had staff appointed to cater to the needs of children with special needs and also resource teachers were available for assisting the general teachers.

4.2.1 Discussion of the Findings

Sound infrastructural facilities are the first basic requirements to build an inclusive environment. Teacher education had been carried out in isolation and the minimum way for inclusive education (Sharma, et al, 2013). It has been clearly depicted from the results that a ramp is available at the entrance of every institute. However, for smooth access within the campus inter-building connectivity is not available in the majority (88.33%) of the institute. In some of the buildings, pathways were made, but the floor was not even for students with a wheelchair to move around inside the campus. It is observed by the researcher that the access and use of the toilet, and sanitary facilities were difficult for a student with a wheelchair whereas in 66.67% of the institute a student with a wheelchair couldn't enter the toilet. The separate toilet facility was also not available in the majority of the institute. However, it is found that

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in all the institute doors can be easily opened so that students with special needs can get easy access to the classroom. These findings are also in with the findings of the study conducted by Kumari (2021) which stated that the infrastructural facilities such as ramp facility and toilet facilities were not appropriate in the educational institutes. To a large extent, these findings were similar to Kaul (2015) who found that there is a lack of basic physical, infrastructural and administrative facilities for the implementation of inclusion in an academic institution.

From the findings, it is also indicated that the majority of the institute assistive devices were not available to carry out academic activities by the students with special needs in smooth way. It was found that in 66.67% of the institutes no counseling services were made available by the administration for the students. Disability cell was not created in any of the sample institutes. However, women's cell was also available in 66.67% of institutes.

It was also found from the results that 50% of the institutions did not provide any kind of orientation programme for teachers on how to manage students with disabilities or students with diverse needs in their classrooms.

The existing library facilities in the District Institute of Teacher Education have shown comparatively favourable results for inclusive setup such as the library infrastructure were suitable for students, bookshelves being at a reachable height for the students with disability, and 50% of institutes were also found to have a diverse range of books.

Findings have stated that in 50% of the sampled institute, the classroom furniture such as tables and chairs were adjustable to create space for the movement of differently able children. But, in the majority of the institute, it was found that the sitting arrangements were not comfortable for children with disability. Apart from it, it was observed by the researcher that the blackboards were placed at such a height that it is visible to all the students. Classroom designs were such to provide appropriate daylight and in necessity extra light was also available in every classroom in all the institutes studied. The findings of this study reveal that all the classrooms were free from any kind of external disturbances and situated in spacious places. However, teachers could easily move around in the classroom in every institute. Findings relating to the availability of human resources in the DIETs showed that in the majority of the institute no facility for counsellors, special educators, or any therapist

visits were made. It was found that only 33.33% of institutes had staff to facilitate students with special needs and provision for resource teachers was made to work with the general teachers. One of the respondents mentioned that *"since no students with disability take admissions therefore the requirement of appointing a counsellor or therapist had not emerged"*. These findings corroborated with the findings of Fernandes (2010) that there were inadequate infrastructural facilities available in the schools and inadequate staff for catering the need of students in inclusive education system. These findings of the study were corroborated with the findings of Bala (2017), Chumo and Kosgei (2019), and Yadava (2013) which had found that there is a lack of infrastructural facilities to mark standards for Inclusive Education.

From the results, it was indicated that the most of the existing infrastructural facilities were not as per the standards given by RPWD Act Rule No. 15 and guidelines issued by the Ministry of Urban Development, Government of India 2016 on barrier-free infrastructure for persons with disability. The NCTE (2022) accessibility guideline for teacher education institutions had also emphasised the importance of creating barrier-free infrastructure at all teacher education institutes.

SECTION III

4.3   Analysis of Objective No. 3:

To study the Perception of Teacher Educator and Student Teacher towards Inclusive Education.

A semi-structured questionnaire was developed by the researcher to study the third objective which that is to understand the perception of teacher educators and student teachers towards IE. The questionnaire constitute of nine dimensions such as Concept of IE and IC, Infrastructure related to IE, Classroom management of IC, Psychological and behavioural aspect of students in IE, Curriculum for IE, Pedagogy for IE, Co-curricular activities in IE, Teacher and teacher training for IE and Role of administration in inclusive teacher education. All the collected data under these themes are analysed and presented under the following tables and graphs.

A. Concept of Inclusive Education and Inclusive classroom

Table no 4.3.1: Perception of Teacher Educator and Student Teachers towards concept of IE and IC

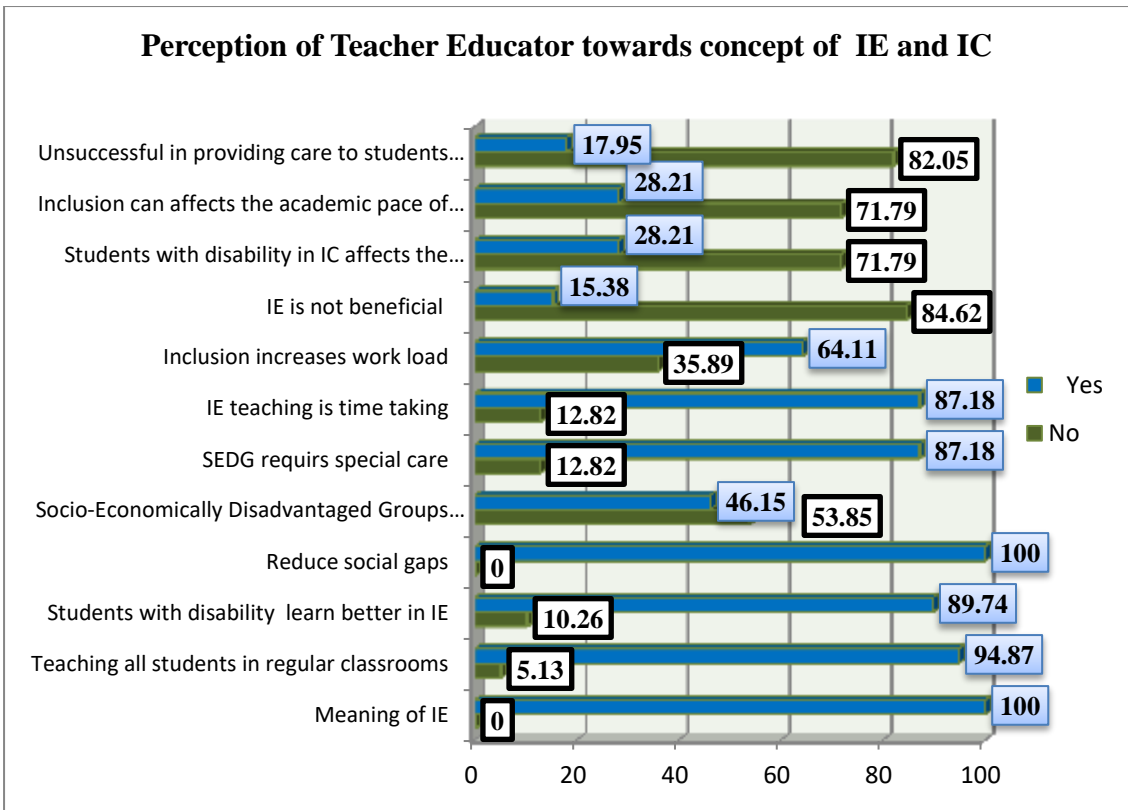| Item No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	IE means providing education to all children without any form of discrimination	100	0	97.14	2.86
2	Students regardless of their ability should be taught in regular classrooms	94.87	5.13	74.29	25.71
3	Students with disability can learn better in an Inclusive environment	89.74	10.26	78.78	21.22
4	Social category gap in schools should be reduced	100	0	78.78	21.22
5	Socio-Economically Disadvantaged Groups (SEDGs) easily adjust in the classroom	46.15	53.85	31.02	68.98
6	SEDG group students require special care	87.18	12.82	76.33	23.67
7 (i)	Teaching children with special needs is time taking	87.18	12.82	86.53	13.47
(ii)	Inclusion increases teachers/students' work load	64.11	35.89	65.71	34.29
(iii)	Inclusive education is not beneficial for students with special needs	15.38	84.62	18.78	81.22
(iv)	Students with disability in IC affects the achievement of other students	28.21	71.79	41.22	58.78
8	Inclusion can affects the academic pace of a classroom	28.21	71.79	35.10	64.90
9	IE is unsuccessful in providing care to students with special needs	17.95	82.05	28.16	71.84

Perception of Teacher Educator towards concept of IE and IC

Category	Yes	No
Unsuccessful in providing care to students…	17.95	82.05
Inclusion can affects the academic pace of…	28.21	71.79
Students with disability in IC affects the…	28.21	71.79
IE is not beneficial	15.38	84.62
Inclusion increases work load	64.11	35.89
IE teaching is time taking	87.18	12.82
SEDG requires special care	87.18	12.82
Socio-Economically Disadvantaged Groups…	46.15	53.85
Reduce social gaps	100	0
Students with disability learn better in IE	89.74	10.26
Teaching all students in regular classrooms	94.87	5.13
Meaning of IE	100	0

Figure 4.3.1 (a): Perception of Teacher Educators towards concept of IE and IC

Perception of Student-teacher towards Inclusive Education and Inclusive Classroom

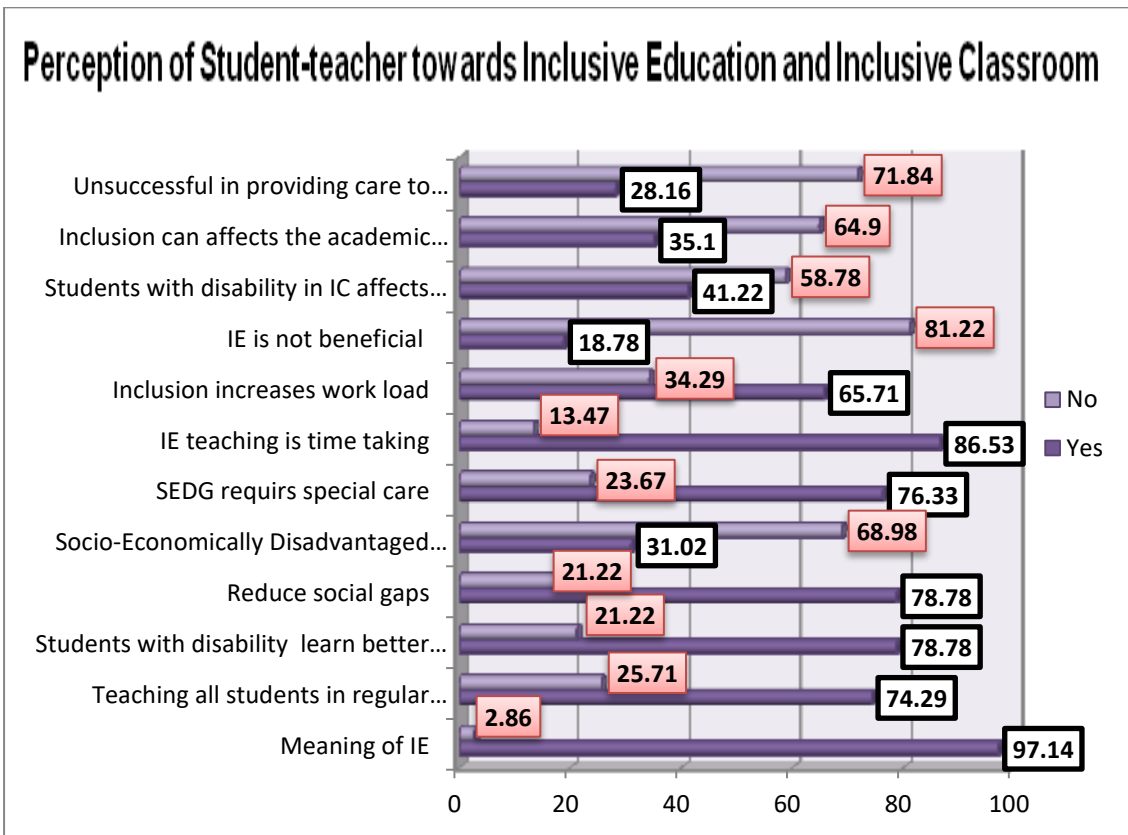| Category	Yes	No
Unsuccessful in providing care to…	28.16	71.84
Inclusion can affects the academic…	35.1	64.9
Students with disability in IC affects…	41.22	58.78
IE is not beneficial	18.78	81.22
Inclusion increases work load	65.71	34.29
IE teaching is time taking	86.53	13.47
SEDG requires special care	76.33	23.67
Socio-Economically Disadvantaged…	31.02	68.98
Reduce social gaps	78.78	21.22
Students with disability learn better…	78.78	21.22
Teaching all students in regular…	74.29	25.71
Meaning of IE	97.14	2.86

Figure No. 4.3.1 (b): Perception of Student Teacher towards concept of IE and IC

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The table No. 4.3.1 shows that 100% teacher educators and 97.14% student teachers were clear with meaning and concept of Inclusive Education. Most of the teacher educators (94.87%) and student teachers (74.29%) of them believed that all the students should be taught in regular classroom. However, almost all the teacher educator (100%) has favourable perception towards reducing social category gap. However, it is evident from the table that 10.26% teacher educators and 21.22% student teachers believed that students with disability cannot learn better in an Inclusive environment. It is also evident from the results that 53.85% teacher educator and 68.98% student teachers perceive that students from SEDGs could not adjust in Inclusive classroom. Whereas, majority of the teacher educators (87.18%) and student teachers (76.33%) believed that these group of students should be given special care and attention. It is also seen that 87.18% teacher educator and 86.53% student teachers finds teaching students with special needs a time taking process. They also realise that it increases the work load on them. However, only 35.89% and 34.29% teacher educator and student teacher reported that inclusion does not increases the work load on them. It is also exhibited from the results that 15.38% teacher educators and 18.78 % student teachers denied the benefit of inclusive set up for students with special needs. Teacher educator and student teacher 28.21% and 41.22% respectively perceived that inclusive classroom can affect the academic pace of other students. Also, 17.95% teacher educator and 28.16% student teachers believed that Inclusive Education is not successful in providing care to students with special needs.

Table No. 4.3.1.1: Perception of Teacher Educators and Student Teachers towards Benefits of Inclusion in Education

Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	IE provide better learning opportunity	71.79	28.21	84.08	15.92
2	IE develop sensitive attitude	76.92	23.08	80.41	19.59
3	IE help students who are in need	79.49	20.51	90.61	9.39
4	IE develop right attitude towards education	94.87	5.13	88.98	11.02
5	IE improves team-work and peer learning	84.62	15.38	86.53	13.47
6	IE help to be a good citizen	69.23	30.77	85.31	14.69

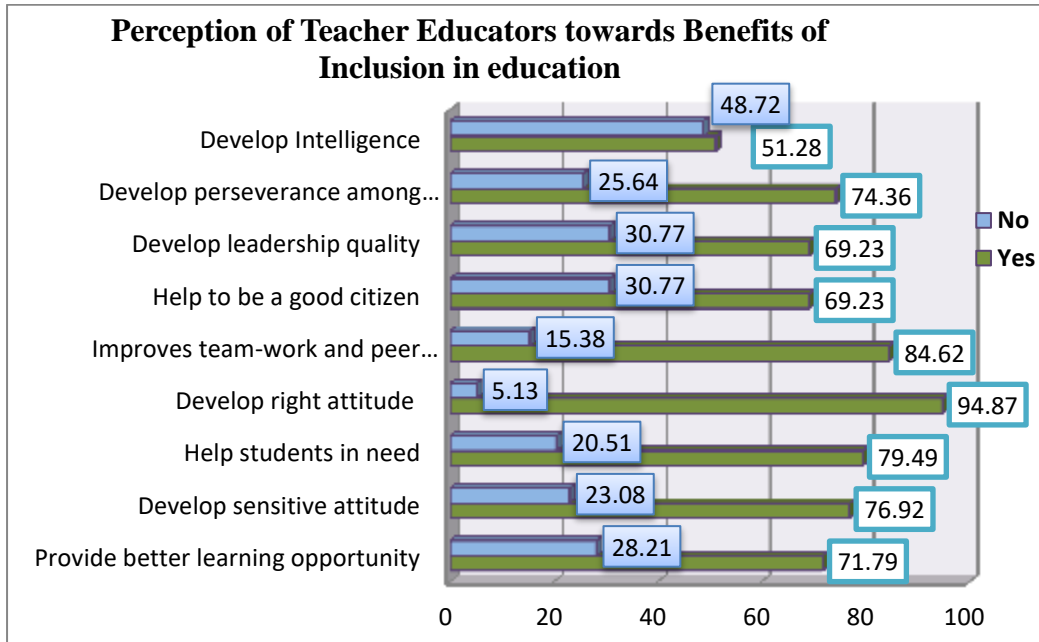| 7 | IE develop leadership quality | 69.23 | 30.77 | 74.69 | 25.31 |
| 8 | IE develop perseverance among children with disabilities | 74.36 | 25.64 | 77.14 | 22.86 |
| 9 | IE develop intelligence | 51.28 | 48.72 | 78.37 | 21.63 |

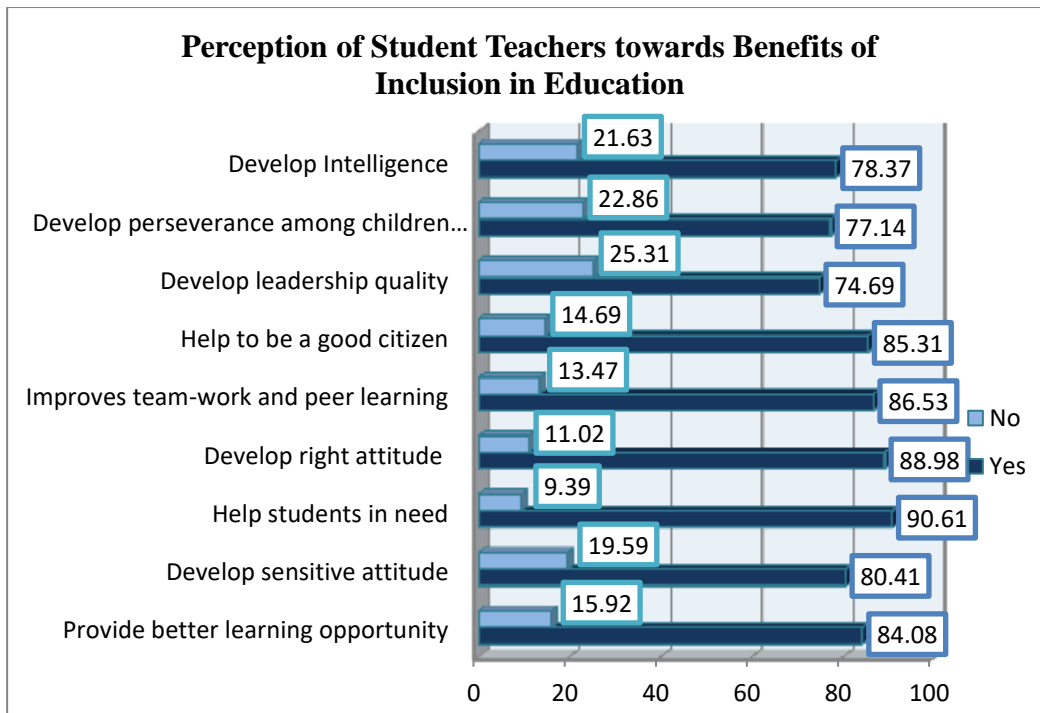**Figure No. 4.3.1.1 (a): Perception of Teacher Educators towards Benefits of Inclusion in education**

Figure No. 4.3.1.1 (b): Perception of Student Teachers towards Benefits of Inclusion in education

The table 4.3.1.1 and figure no. 4.3.1.1 (a) and (b) exhibits the perception of teacher educators and student teachers on benefits of inclusive education for children. It has been found from the results that 71.79% teacher educators and 84.08% student teachers believed that IE provides better learning opportunity for students. Most of the teacher educators (94.87%) believed that the most beneficial aspect of inclusion is that it helps in developing right attitude towards inclusion. Majority of the (90.61%) student teachers believed that the most effective benefit of inclusive education is that inclusive education helps students who are in need of assistance. Majority of the teacher educator (84.62%) and (86.53%) student teacher considered that team-work and peer learning develops in inclusive education. A good number of (85.31%) student teachers believed that inclusive education contributes to become a good citizen. Similarly, 76.92% teacher educator and 80.41% student teacher believed major benefit of inclusion is that it develops sensitive attitude. It is also evident from the results that 69.23% teacher educator considers developing good citizenship quality and leadership quality as another benefit of inclusion. It is found that 74.36 % teacher educator and 77.14 % student teacher believed that inclusion develops perseverance among students with disability. A total of 78.37% student teacher believed that inclusion develops intelligence but only 48.72% teacher educators supported this statement.

Table no 4.3.1.2: Perception of Teacher Educators and Student Teachers towards facilitating inclusion of students with special needs

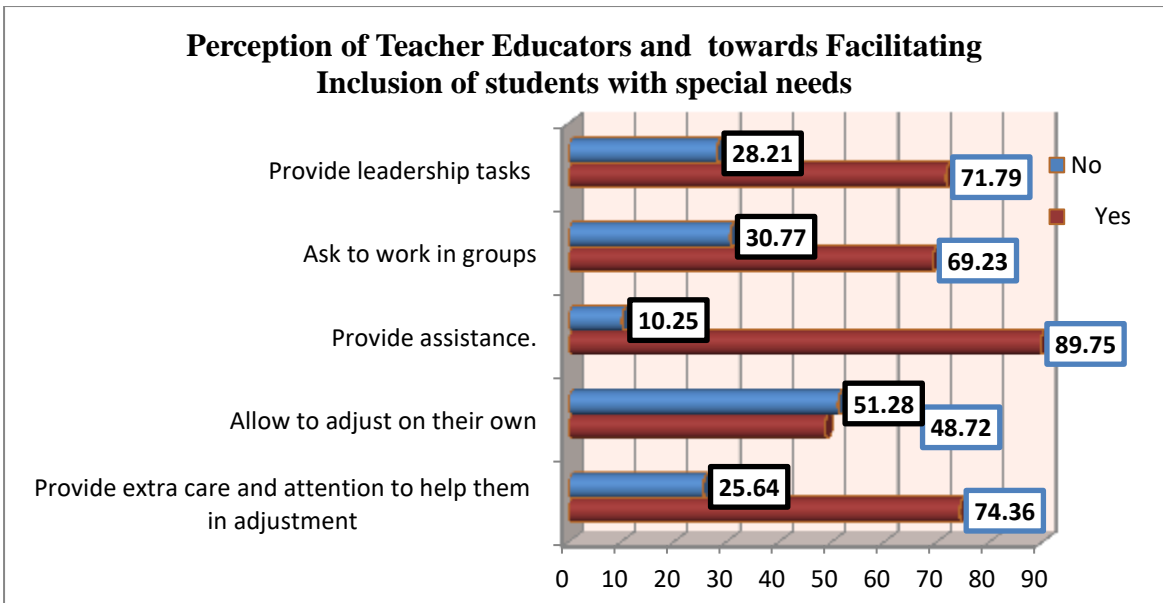| Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	Provide extra care and attention to help them in adjustment	74.36	25.64	74.29	25.71
2	Allow to adjust on their own	48.72	51.28	51.02	48.98
3	Provide assistance.	89.75	10.25	73.88	26.12
4	Ask to work in groups	69.23	30.77	79.18	20.82
5	Provide leadership tasks	71.79	28.21	73.47	26.53

Figure No. 4.3.1.2 (a): Perception of Teacher Educator towards facilitating Inclusion of students with special needs
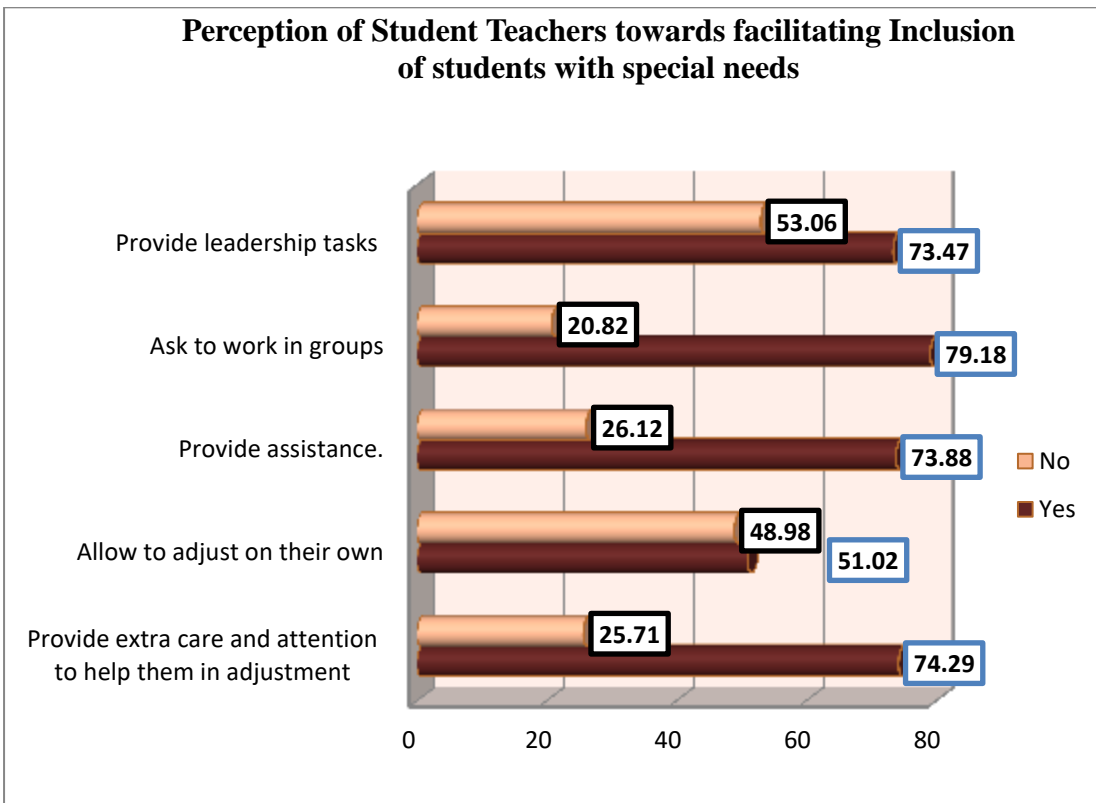

Figure No.4.3.1.2 (b): Perception of Student Teachers towards facilitating Inclusion of students with special needs

From the above mentioned table 4.3.1.2 and Figure No. 4.3.1.2 (a), Figure No. 4.3.1.2 (b) showed the perception of teacher educators and student teachers towards facilitating inclusion of students with special needs. It has been found from the results that 74.36% teacher educator and 74.29% student teachers perceived that providing extra care and attenion to the students with special needs can facilitate their learning. Whereas, only 48.72% teacher educators and 51. 02% student teachers agreed on the idea of allowing students with special needs to adjust on their own in the classroom can facilitate their learning. The teacher educators (89.75%) and 73.88% student teachers perceived that providing assistance to students can help them in inlcusive classroom. Whereas 79.18% student teachers stated that asking students to work in groups can facilitate their learning. Findings also revealed that 71.79% teacher educators and 73.47% student teachers agreed on providing leadership task to students with special needs for facilitating their learning.

Table No. 4.3.1.3: Perception of Teacher Educator and Student Teacher towards Better chances of learning of specific disability students in IE

Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	Gifted Learners	38.46	61.54	28.16	71.84
2	Learners with Attention Deficit Hyperactive Disorder (ADHD)	25.64	74.36	16.73	82.45
3	Children with Learning disability (LD)	51.28	48.72	37.55	60.82
4	Socio-economically disadvantaged learners (SEDG)	43.59	56.41	51.84	48.16

Perception of Teacher Educators towards Better chances of learning of Specific Disability students in IE

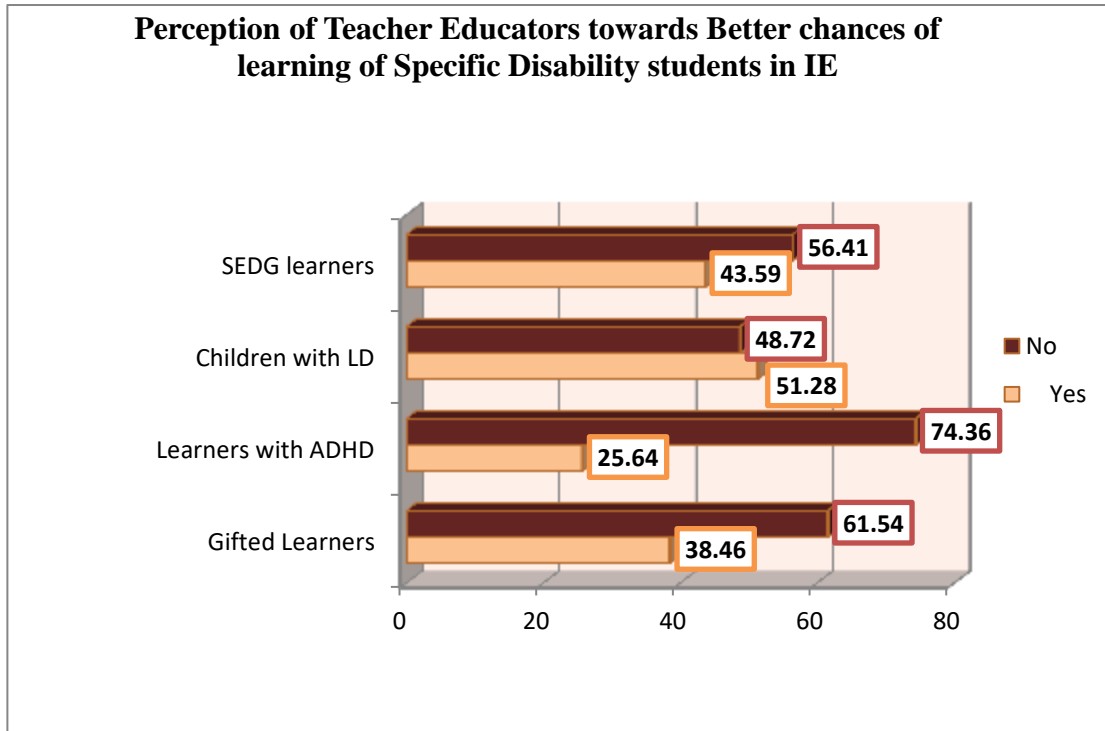|	No	Yes
SEDG learners	56.41	43.59
Children with LD	48.72	51.28
Learners with ADHD	74.36	25.64
Gifted Learners	61.54	38.46

Figure No. 4.3.1.3 (a): Perception of Teacher Educators towards Better chances of learning of Specific Disability students in IE
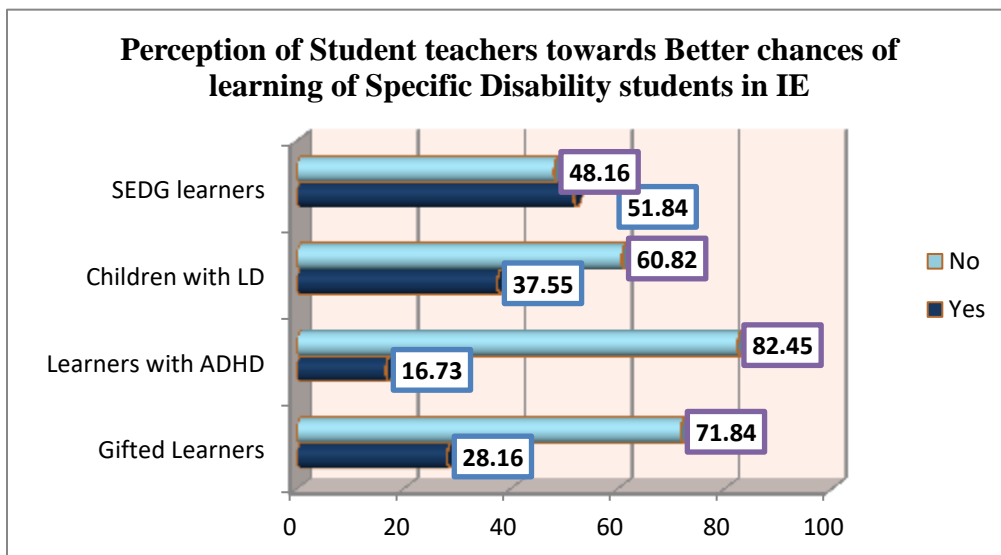

Perception of Student teachers towards Better chances of learning of Specific Disability students in IE

	No	Yes
SEDG learners	48.16	51.84
Children with LD	60.82	37.55
Learners with ADHD	82.45	16.73
Gifted Learners	71.84	28.16

Figure No. 4.3.1.3 (b) Perception of Student Teacher towards Better chances of learning of Specific Disability students in IE

From the above table no. 4.3.1.3 it is seen that majority of the (74.36%) teacher educators and (82.45%) student teachers perceived that learners with ADHD do not have better chances of learning in inclusive classroom. It is evident from the findings that most of the (61.54%) teacher educators and (71.84%) student teachers believe

that gifted learners could not learn better in inclusive classroom. However half of the teacher educators (51.28%) have the perception that children with learning disability can learn well in inclusive classroom. Also 43.59% teacher educator and 51.84% student teachers showed positive perception towards favourable chances of learning for socio-economically disadvantaged (SEDG) groups in inclusive classroom.

B. Infrastructure Related to Inclusive Education

Table No. 4.3.2: Perception of Teacher Educators and Student Teachers towards Infrastructural Facilities for IE

Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	Modified furniture is essential	100	0	92.65	7.35
2	Appropriate Infrastructural facilities are necessary	96.87	3.13	91.84	8.16
3	Comfortable furniture and sitting arrangement is essential	100	0	93.06	6.94
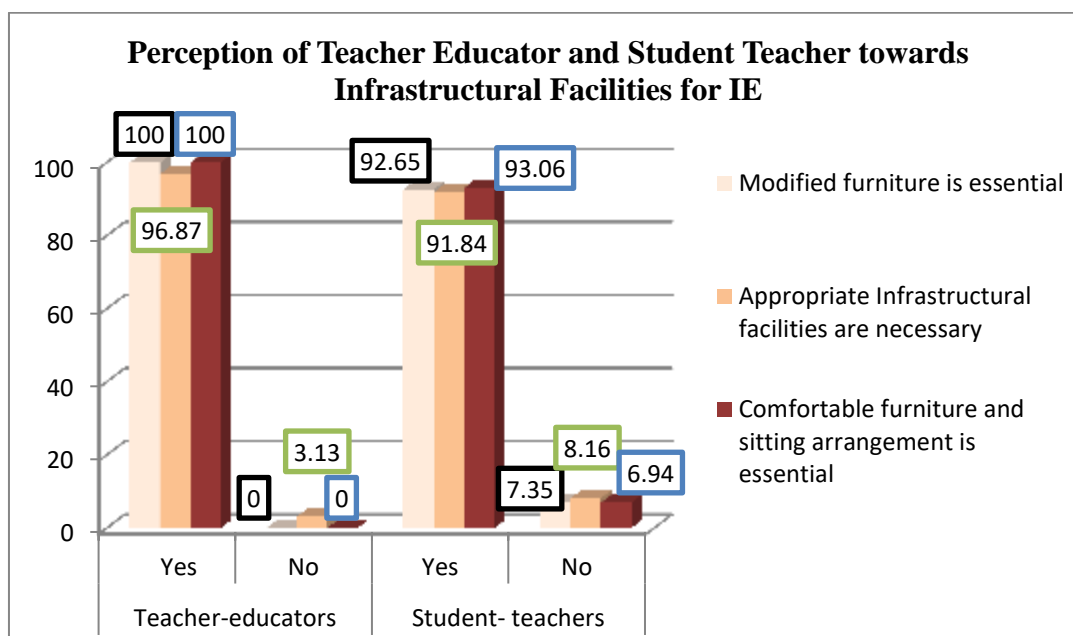
Figure No. 4.3.2: Perception of Teacher Educator and Student Teacher towards Infrastructural Facilities for IE

It is evident from the table and graph 4.3.2 that almost all the (100%) teacher educators and majority (92.65%, 93.06%) student teacher have the perception that modified furniture and comfortable sitting arrangement is essential in IE. Also,

96.87% teacher educator and 91.84% student teachers have stated that appropriate infrastructural facilities are required for an inclusive set-up.

C. Classroom Management of Inclusive Classroom

Table no.4.3.3: Perception of Teacher Educators and Student Teachers towards classroom management in IC

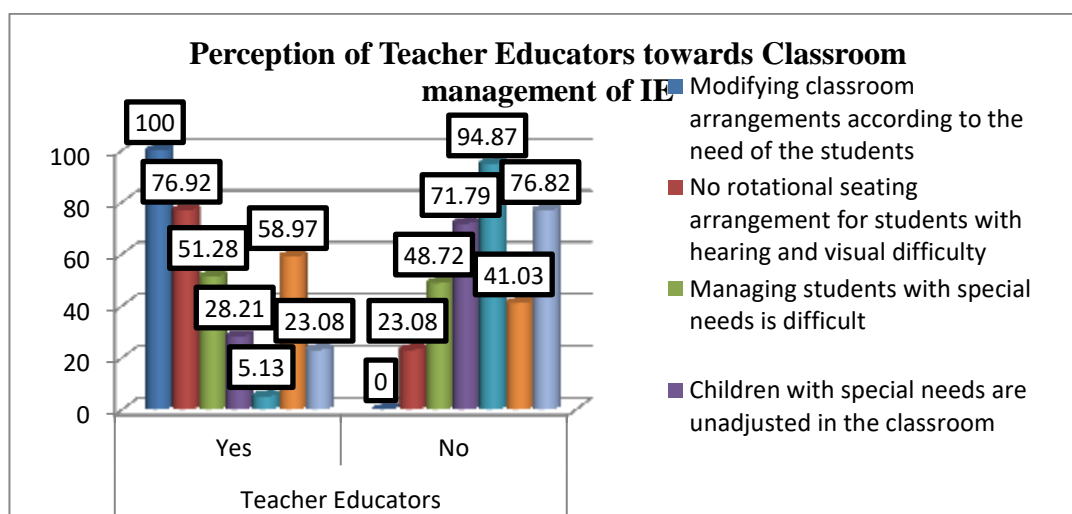| Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	Modifying classroom arrangements according to the need of the students	100	0	93.88	6.12
2	No rotational seating arrangement for students with hearing and visual difficulty	76.92	23.08	65.71	34.29
3	Managing students with special needs is difficult	51.28	48.72	77.96	22.04
4	Children with special needs are unadjusted in the classroom	28.21	71.79	39.18	60.82
5	Inclusion disturbs the school environment	5.13	94.87	18.78	81.22
6	Completing syllabus is difficult	58.97	41.03	53.06	46.94
7	Quality of education is compromised while maintaining inclusion in classroom	23.08	76.82	53.88	46.12

Figure No. 4.3.3 (a): Perception of Teacher Educator towards classroom management in IE
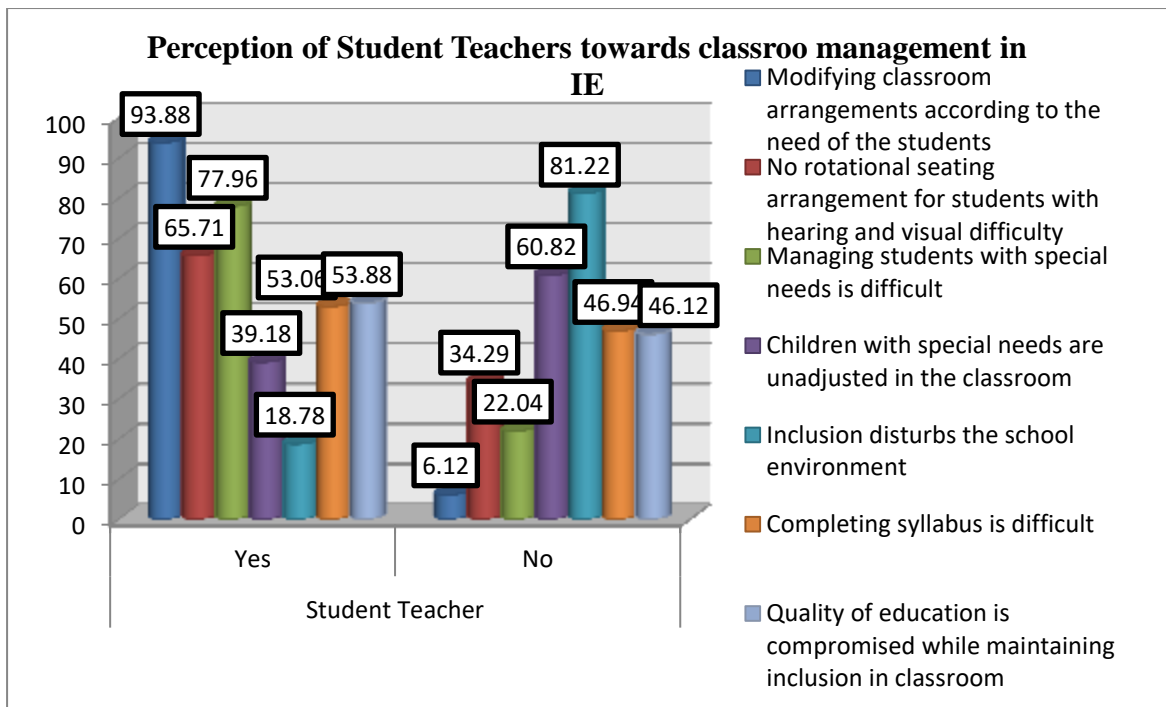
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Figure No. 4.3.3 (b): Perception of Student Teacher towards classroom management in IE

Table No. 4.3.3 and Figure No. 4.3.3 (a) and 4.3.3 (b) indicated the perception of teacher educator and student teachers towards classroom management in inclusive classrooms.

It is evident that almost all (100%) the teacher educators and majority (93.88%) of student teachers perceived that modifying classroom arrangements according to the need of the students is essential in inclusive classroom. Majority of teacher educators (76.92%) and student teachers (65.71%) agreed that there should be no rotational seating arrangements for students with hearing and visual difficulty. Half of the (51.28%) teacher educator and 77.96% student teachers stated that managing students with special needs is difficult in inclusive classrooms. But only, 28.21% teacher educator and 39.18% student teachers perceived that children with special needs are unadjusted in inclusive classroom. It is also evident from the findings that only 5.13% teacher educator and 18.78% student teacher agreed that inclusion may disturb school environment. Almost half (58.97%) of the teacher educators and (53.06%) student teachers reported that completing the syllabus in inclusive classroom is difficult. Whereas, only 23.08% teacher educators agreed that the quality of education is compromised in inclusive classroom. On the other hand, 53.88% student teachers agreed with the same.

D. Psychological and Behavioral Aspects of Students in IE

Table No. 4.3.4: Perception towards Psychological and behavioural aspects of students in IE

Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	IE help students with special needs to adjust in society	100	0	95.51	4.49
2	IE develops self-confidence in children with special needs	97.44	2.56	95.51	4.49
3	IE make students more sensitive and humble towards CWSN	94.87	5.13	80.41	19.59
4	Inclusion develops leadership qualities	84.62	15.38	86.53	13.47
5	Inclusive classroom makes students feel belonged to society	94.87	5.13	90.20	9.80
6	Inclusive classroom reduces inferiority complex	82.05	17.95	79.18	20.82
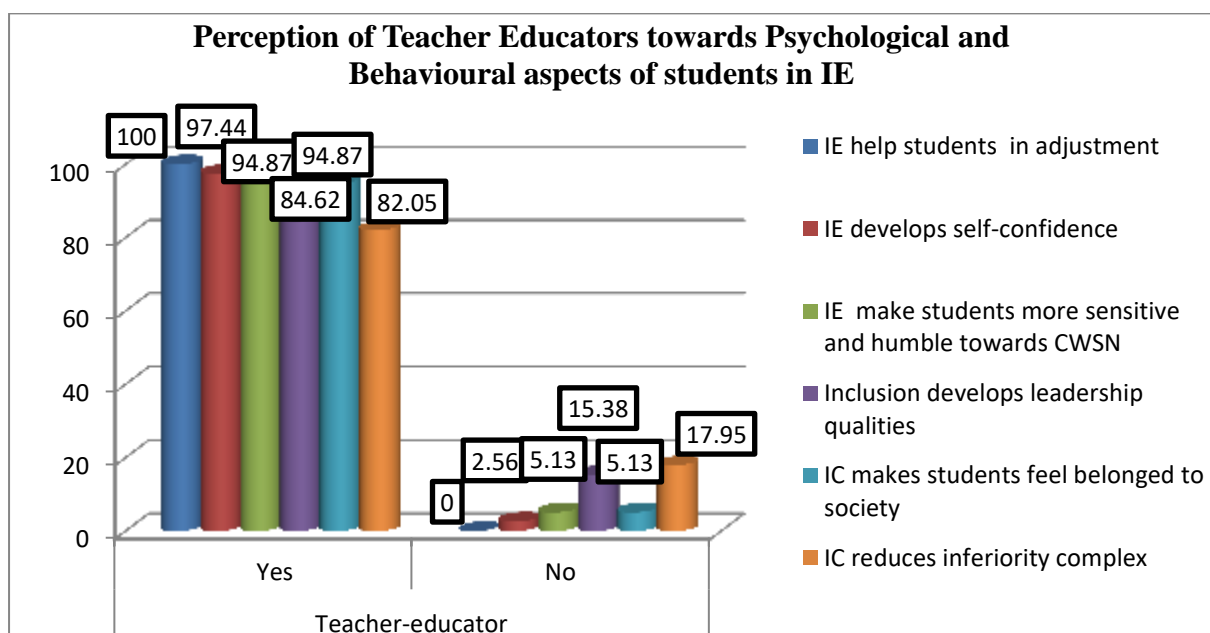
Figure No. 3.4.4 (a): Perception of Teacher Educator towards Psychological and Behavioural aspects of students in IE
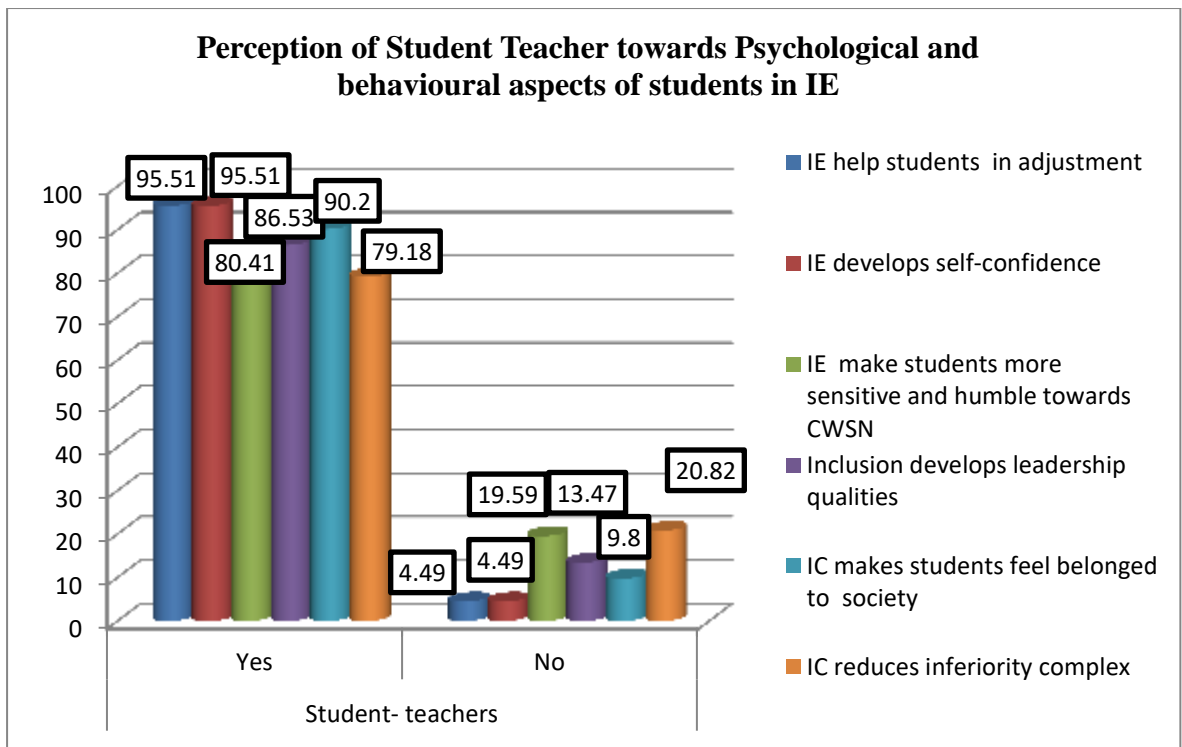
Figure No. 4.3.4 (b): Perception Student Teachers towards Psychological and Behavioural characteristics of students in IE

From the above table no 4.3.4 and figure no. 4.3.4 (a) and 4.3.4 (b) it is evident that almost all (100%) teacher educators and majority (95.51%) of the student teachers agreed on contribution of inclusive education in the adjustment of students with special needs in the society. Majority of the teacher educators (97.44%) and student teachers (95.51) perceived that IE develops self-confidence among students with special needs and it makes other students more sensitive towards CWSN. Moreover, 84.62% teacher educators and 86.53% students-teachers exhibited positive perception about contribution of inclusion in developing leadership qualities among students. Similarly, 94.87% teacher educators perceived that IC contributes in developing the feeling of belongingness towards society among the students with special needs. Findings showed that 82.05% teacher educators and 79.18% student teachers believed that inclusive classroom develops inferiority complex among students.

Table No. 4.3.4.1: Perception towards Behavioural problems of students in IE

| Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
A	Jealous	23.08	76.92	35.92	64.08
B	Stealing	7.69	92.31	38.78	61.22
C	Fighting	33.33	66.67	38.78	61.22
D	Disruptive	56.41	43.59	44.49	55.51
E	Hyperactive	56.41	43.59	46.53	53.47
F	Attention seeking	56.41	43.59	60.00	40.00
G	Destructive	41.03	58.97	36.73	63.27
H	Complaints	53.84	46.16	55.92	44.08
I	Bullying	58.97	41.03	50.20	49.80
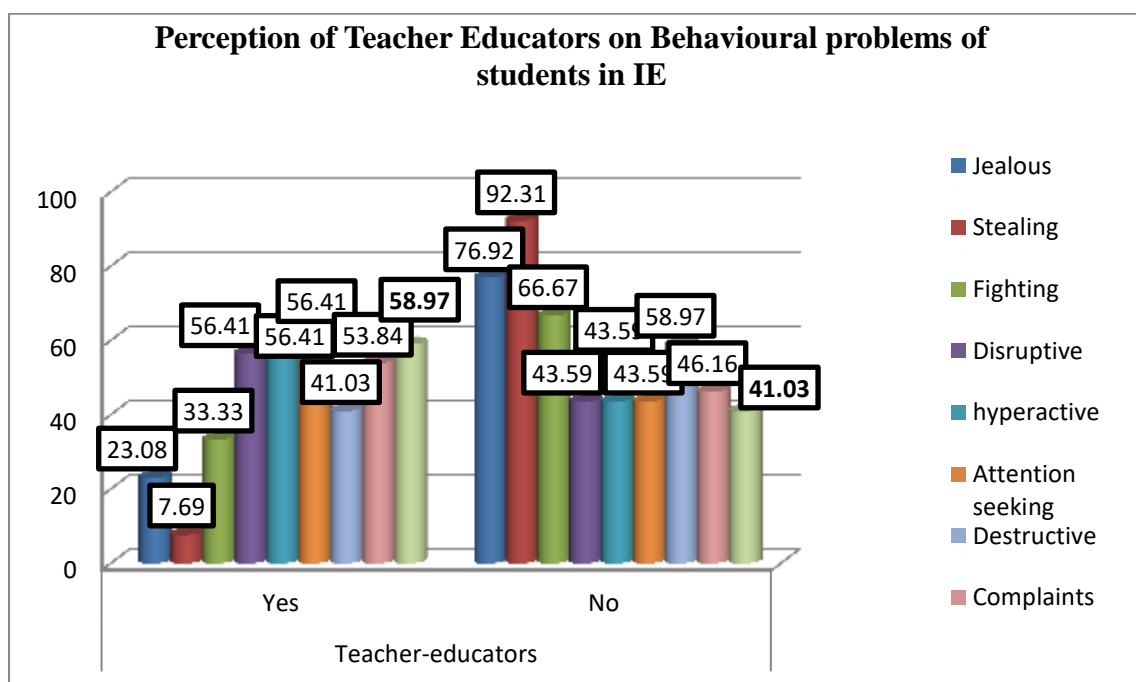
Figure No. 4.3.4.1(a): Perception of Teacher Educator towards Behavioural problems of students in IE
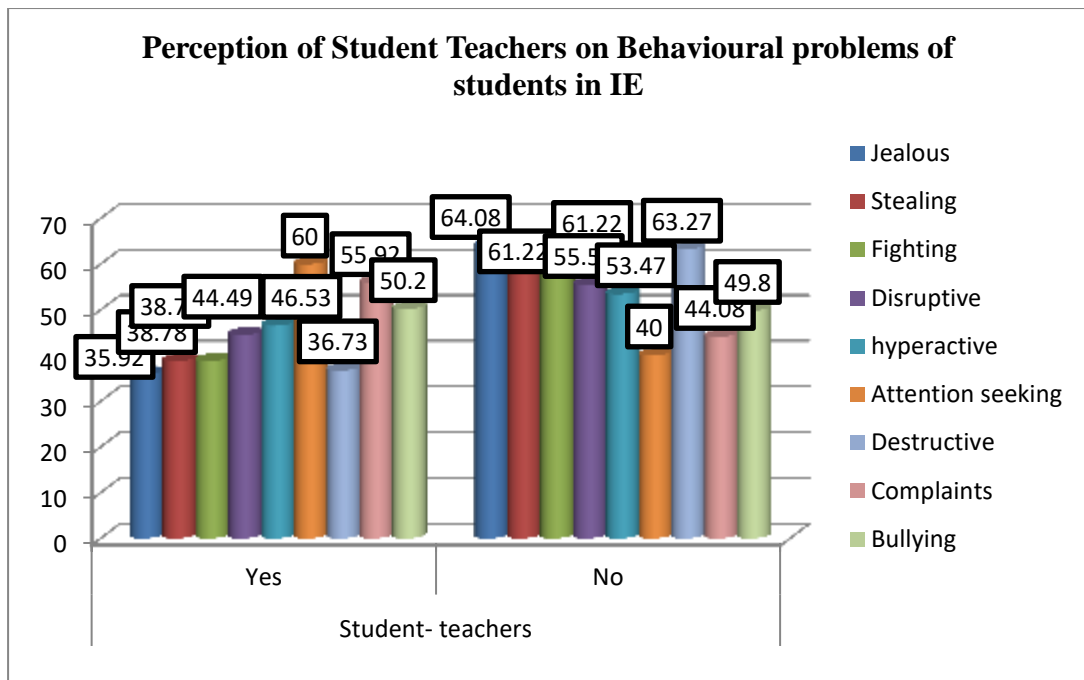
198

Figure No. 4.3.4.1(b): Perception of Student Teacher towards Behavioural problems of students in IE

From the table no. 4.3.4.1 and figure no. 4.3.4.1 (a) and 4.3.4.1 (b) it was found that majority (58.97%) of the teacher educator perceive that bullying was a major behavioural problem among students in inclusive classroom. Whereas, majority of the (60.00%) student teachers perceived that attention seeking was found as a major behavioural problem with students in Inclusive classroom. However, half of the teacher educators (56.41%) perceived that disruptive behaviour, hyperactive and attention seeking are some of the major behavioural problems of students in IC. According to 53.84% teacher educator and 55.92% student teacher complaints was perceived as a behavioural problem with students in IC. The findings also indicated that 23.08% teacher educators and 35.92% student teachers believed jealousy as the main behavioural problem among students in IC. Only, 7.69% teacher educators believed that stealing is a behavioural problem; it is also perceived by 38.78% student teachers. Moreover, 33.33% teacher educators and 38.78% student teachers perceive that fighting can also be a behavioural issue in IC.

E. Curriculum for Inclusive Education

Table No. 4.3.5: Perception of Teacher Educators and Student Teachers towards Curriculum for IE

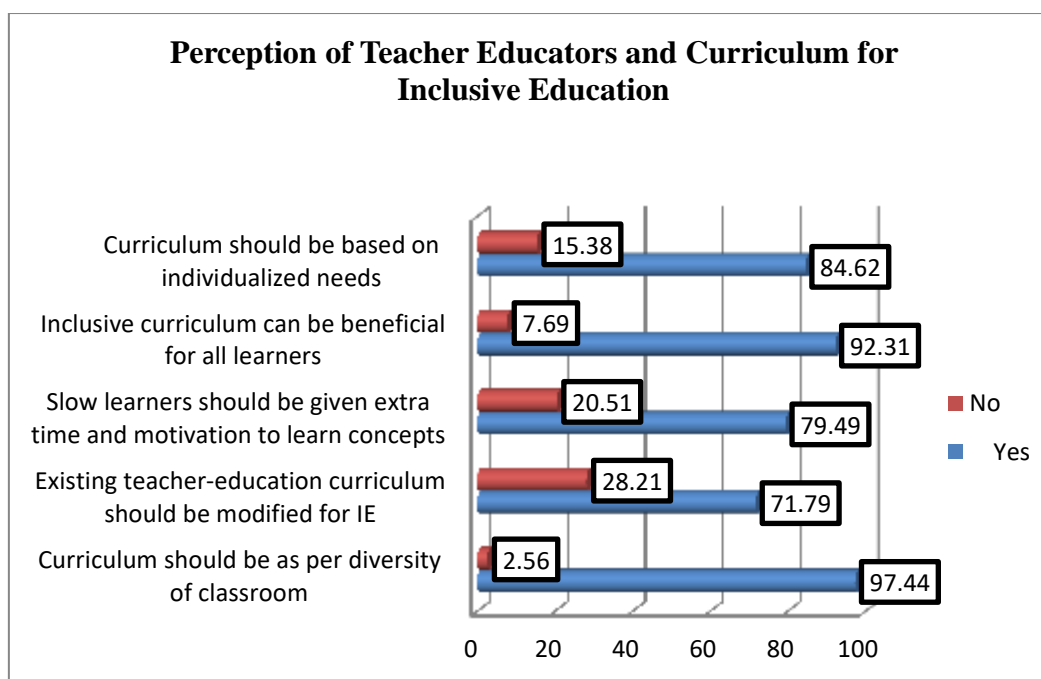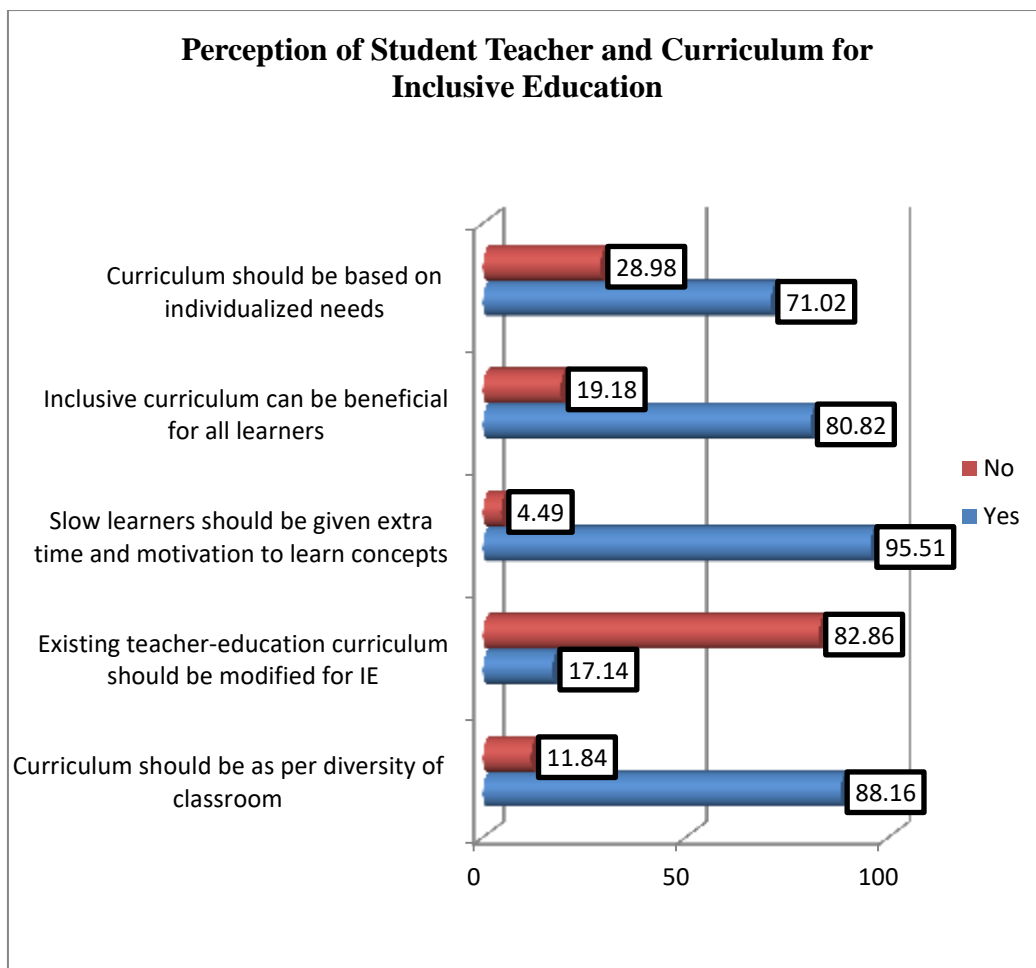| Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	Curriculum should be as per diversity of classroom	97.44	2.56	88.16	11.84
2	Existing teacher-education curriculum should be modified for IE	71.79	28.21	17.14	82.86
3	Slow learners should be given extra time and motivation to learn the curricular concepts	79.49	20.51	95.51	4.49
4	Inclusive curriculum can be beneficial for all learners	92.31	7.69	80.82	19.18
5	Curriculum should be based on individualized needs	84.62	15.38	71.02	28.98

Perception of Teacher Educators and Curriculum for Inclusive Education

Curriculum should be based on individualized needs — No 15.38, Yes 84.62
Inclusive curriculum can be beneficial for all learners — No 7.69, Yes 92.31
Slow learners should be given extra time and motivation to learn concepts — No 20.51, Yes 79.49
Existing teacher-education curriculum should be modified for IE — No 28.21, Yes 71.79
Curriculum should be as per diversity of classroom — No 2.56, Yes 97.44

Figure No. 4.3.5 (a): Perception of Teacher Educator towards Curriculum for IE

Perception of Student Teacher and Curriculum for Inclusive Education

Chart values:

- Curriculum should be based on individualized needs: No 28.98, Yes 71.02
- Inclusive curriculum can be beneficial for all learners: No 19.18, Yes 80.82
- Slow learners should be given extra time and motivation to learn concepts: No 4.49, Yes 95.51
- Existing teacher-education curriculum should be modified for IE: No 82.86, Yes 17.14
- Curriculum should be as per diversity of classroom: No 11.84, Yes 88.16

Figure No. 4.3.5 (b): Perception of Student Teacher towards Curriculum for IE

It is evident from the table No. 4.3.5 and graph No. 4.3.5(a) and 4.3.5 (b) that majority (97.44%) of teacher educators and (88.16%) student teachers perceived curriculum to be based on the diversity of the classroom. Most of the (71.79%) teacher educators perceived that the existing teacher education curriculum should be modified for Inclusive Education. On the other hand, only 17.14% student teachers perceived that there is any need to modify the existing teacher-education curriculum. Majority of the student teachers (95.51%) and (79.49%) teacher educators perceived that slow learners should be provided extra time for completing the curriculum. Similarly, 92.31% teacher educator and 80.82% student teachers respectively exhibited that inclusive curriculum can be beneficial for all learners. Whereas, 84.62% teacher educators and 71.02% student teachers believed that curriculum should be based on individualized needs.

Table No. 4.3.5.1: Perception of Teacher Educators and Student Teachers on Nature of Inclusive curriculum

Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	Addresses diversity appropriately	79.49	20.51	73.06	26.94
2	Content should be at the level of learners	76.92	23.08	81.63	18.37
3	Multiple examples	78.12	21.88	83.67	16.33
4	Contextualized	64.10	35.90	67.35	32.65
5	Clear educational aims	89.74	10.26	78.37	21.63
6	Activity based	79.49	20.51	81.22	18.78
7	Language, culture and identity should be considered	74.36	25.64	77.55	22.45
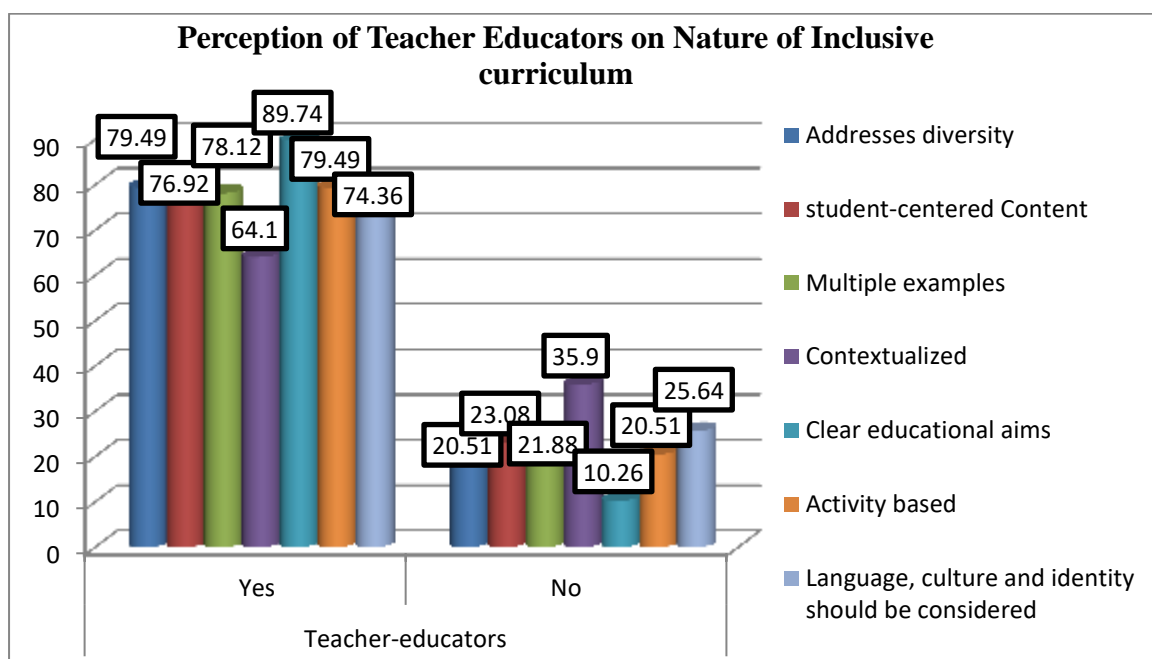
Figure No. 4.3.5.1 (a): Perception of Teacher Educators on Nature of Inclusive curriculum
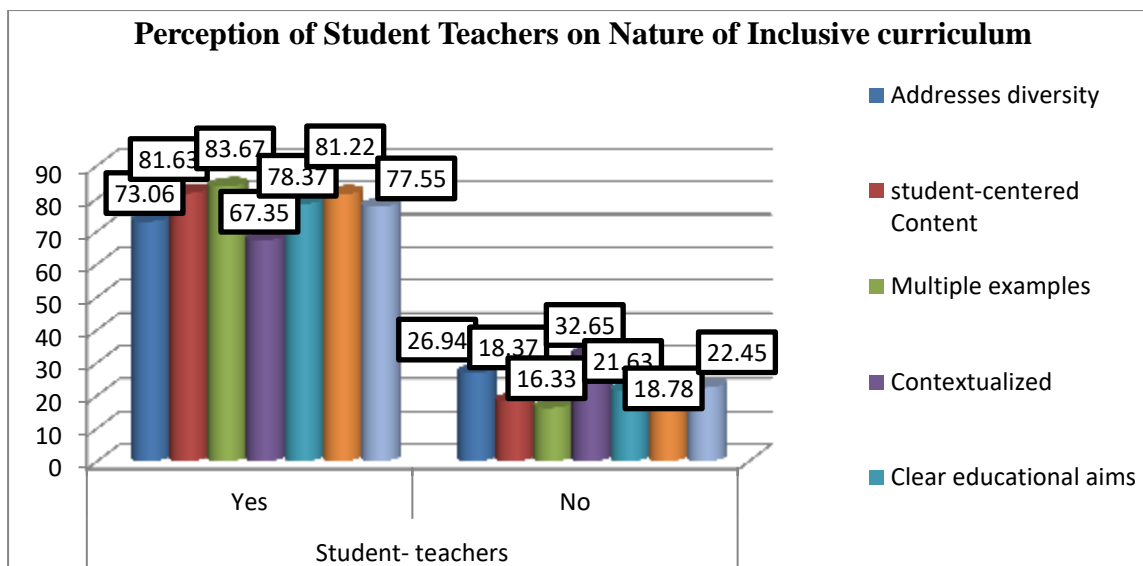
Figure No. 4.3.5.1 (b): Perception of Student Teachers on Nature of Inclusive curriculum

The findings from the above mentioned table No. 4.3.5.1 and figures 4.3.5.1(a) and 4.3.5.1 (b) exhibited perception of teacher educator and student teachers regarding the nature of Inclusive curriculum.

It was exhibited from the results that majority (79.49%) of the teacher educators and (73.06%) student teachers perceived that the inclusive curriculum should be able to address diversity appropriately. Results also showed that 76.92% teacher educator and 81.63% student teachers believed that content should be as per learner's capacity. While, Majority (89.74%) teacher educators stated that clear educational aims should be stated in the curriculum. They had also stated that multiple examples should be provided (78.12%), activity based curriculum (79.49%), language, culture and identity should be considered (74.36%) and curriculum should be contextualized (64.10%). It was also evident from the findings that 83.67% student teacher also agreed that multiple examples should be given in the curriculum. Whereas, only 67.35% student teachers opined that curriculum should be contextualized.

Table No. 4.3.5.2: Problems faced by Teacher Educators and Student Teachers in developing Lesson plan

Respondents	Problems in developing Inclusive lesson plan	Frequency	Percentage
Teacher Educators	Time management	6	15.38%
	Lack of teaching skills	3	7.69%
	Lack of Teaching Learning Material (TLM)	11	**28.21%**
	Difficulty in planning and	8	20.51%

	management		
	Difficulty in preparing question paper	5	12.82%
	Difficulty in evaluation	6	15.39%
	Total	**39**	**100%**
Student Teachers	Difficulty in selecting method of teaching	9	3.67%
	Time management	27	11.02%
	Lack of TLM	41	16.73%
	Classroom diversity	24	9.80%
	Increased workload	55	**22.45%**
	Classroom management	30	12.24%
	Language and Need identification	10	4.08%
	Lack of inclusive teaching skills	6	2.46%
	Large class size issues	13	5.31%
	Planning and execution	21	8.57%
	Assessment	9	3.67%
	Total	**245**	**100%**

It has been clear from the findings that teacher educators and student teachers faces different kind of problems in developing lesson plan for an inclusive classroom. Table No. 4.3.5.2 showed that teacher educators find difficulty in time management (15.38%), lack of teaching skills (7.69%), difficulty in planning and managing a lesson plan (20.51%), difficulty in preparing question for inclusive classroom (12.82%) and 15.39% faced problems with evaluation in the process of preparing a lesson plan for an inclusive classroom. Majority of the teacher educators faces problems with lack of teaching learning materials (28.21%).

Similarly, majority of the student teachers (22.45%) agreed that increased workload is the major difficulty while developing a lesson plan for an inclusive classroom. It was also found that student teachers deal with another problem such as difficulty in selecting method of teaching (3.67%), time management (11.02%), lack of TLM (16.73%), classroom diversity (9.80%), classroom management (12.24%), language and need identification (4.08%), class size issues (5.31%), planning and execution of the curriculum (8.57%) and issues related to assessment (3.67%) are the major problems faced by the student teachers. 2.46 % student teachers stated that lack of inclusive teaching skills were another problems faced by them.

F. Pedagogy for Inclusive Education

Table No. 4.3.6: Perception of Teacher Educators and Student Teachers on Pedagogy for IE

Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	Use of different teaching methods and strategies	94.87	5.13	97.96	2.04
2	Divide the teaching into smaller sequential steps	93.75	6.25	71.84	28.16
3	Individualized Education Plans for every lesson	51.28	48.72	61.22	38.78
4	Universal Design of Learning for every lesson	43.59	56.41	71.84	28.16
5	Asking students to summaries what they have learnt	82.05	17.95	91.43	8.57
6	Use of different approaches for creating comfortable environment	94.87	5.13	86.53	13.47
7	Lesson designed for an Inclusive classroom can fulfil the needs of every learner	76.93	23.07	69.39	30.61
8	Maintaining language diversity in teaching	82.05	17.95	79.18	20.82
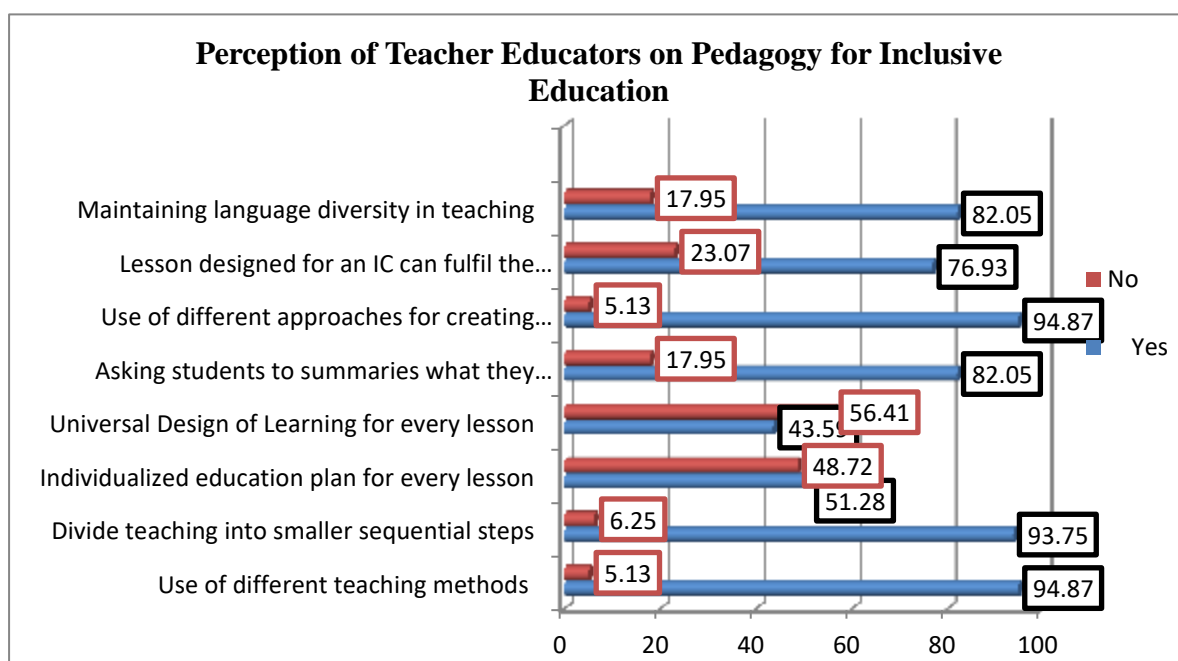
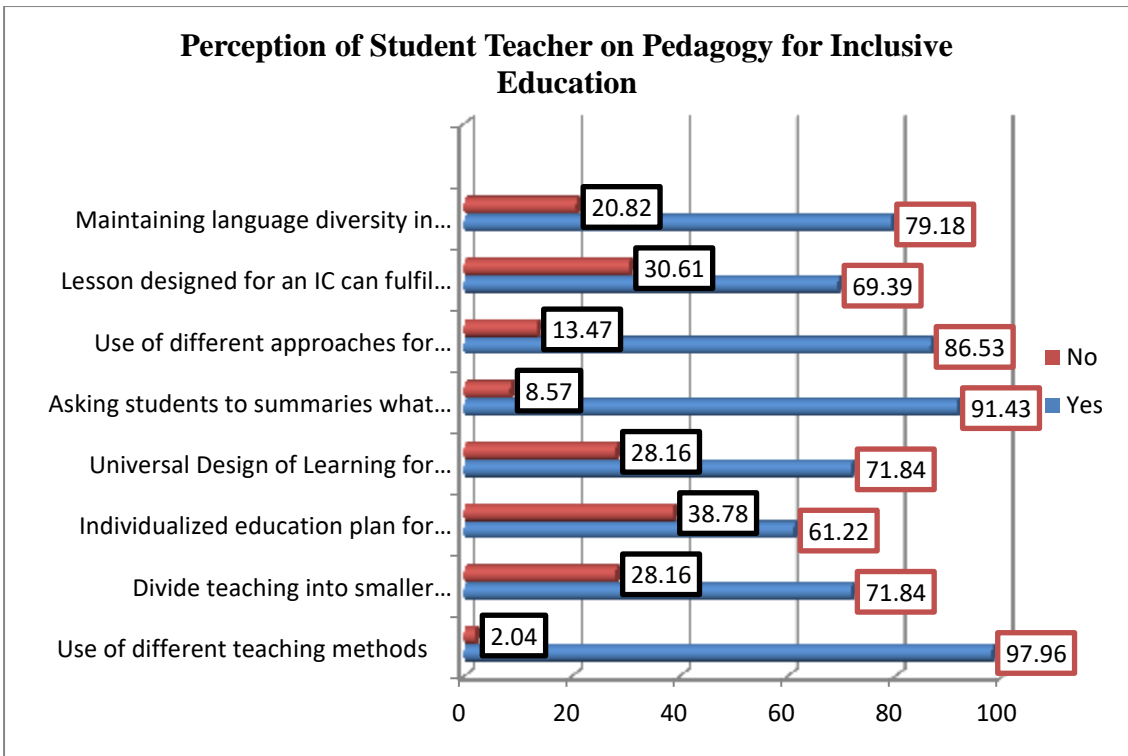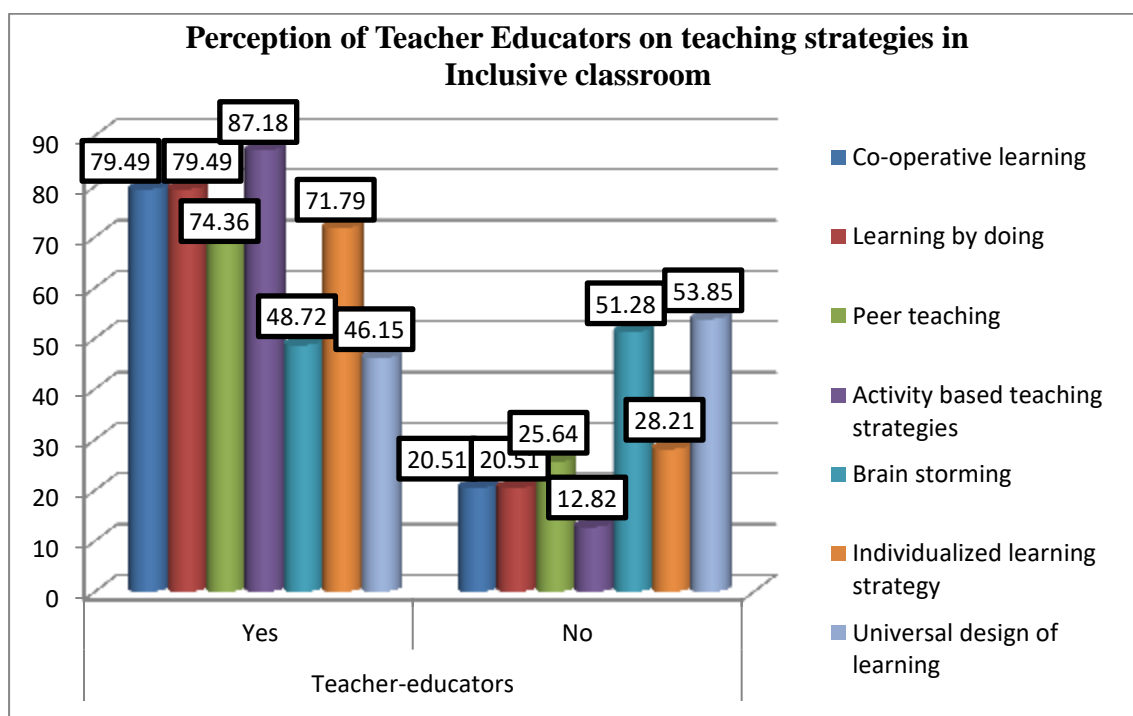**Figure No. 4.3.6 (a): Perception of Teacher Educators on Pedagogy of Inclusive Education**

Figure No. 4.3.6 (b): Perception of Student Teacher on Pedagogy of Inclusive Education

The results from table no. 4.3.6 and figure no. 4.3.6 (a) and 4.3.6 (b) indicated that majority of the teacher educators (94.87%) and student teachers (97.96%) agreed on use of different teaching methods and strategies in an inclusive classroom. It has been found that 93.75% teacher educator and 71.84% student teachers supported dividing learning materials into smaller and sequential steps. It has also been found that only 51.28% teacher educators and 61.22% student teachers stated that developing individualized lesson plan is required in an inclusive classroom. Along with this 43.59% teacher educator 71.84% student teacher agreed that developing universal design of learning in inclusive classroom is possible. 82.05% teacher educators agreed that they ask students to summaries after completing a lesson, 91.43% expressed similar views. 94.87% teacher educators 86.53% student teachers stated that they use different approaches in classrooms for creating comfortable for students. However, Majority of the teacher educators (82.05%) and student teachers (79.18%) stated that they maintain language diversity while teaching in an inclusive classroom. Whereas, 76.93% teacher educators and 69.39% student teachers perceived lesson planned for an inclusive classroom can benefit all the learners.

Table No. 4.3.6.1: **Perception of Teacher Educators and Student Teachers on teaching strategies in Inclusive classroom**

Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	Co-operative learning	79.49	20.51	86.12	13.88
2	Learning by doing	79.49	20.51	87.35	12.65
3	Peer teaching	74.36	25.64	68.98	31.02
4	Activity based teaching strategies	87.18	12.82	86.12	13.88
5	Brain storming	48.72	51.28	55.92	44.08
6	Individualised learning strategy	71.79	28.21	58.78	41.22
7	Universal design of learning	46.15	53.85	59.18	40.82

Figure No. 4.3.6.1 (a): **Perception of Teacher Educators on teaching strategies in Inclusive classroom**
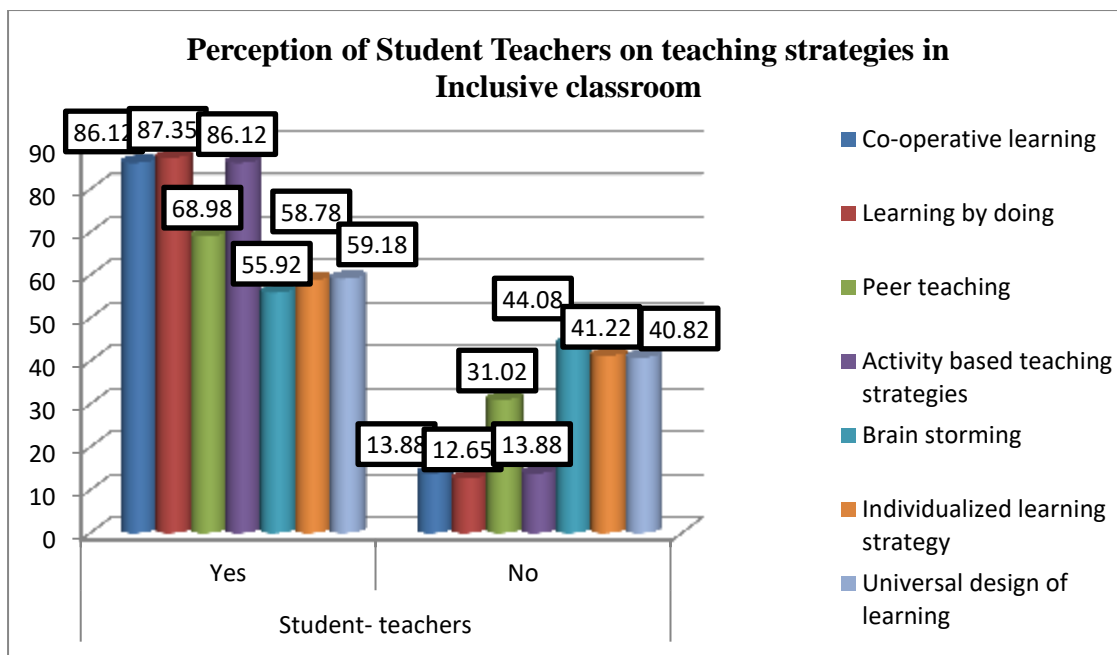
Figure No. 4.3.6.1 (b): Perception of Student Teachers on teaching strategies in Inclusive classroom

Analysis of the results showed that majority of the teacher educators (87.18%) expressed that activity based teaching strategies is most applicable teaching strategies in Inclusive classroom. While, 87.35% student teachers believed that learning by doing is the most appropriate teaching strategies. Whereas, for 79.49% teacher educators and 86.12% student teacher co-operative learning; for 79.49% teacher educator and 87.35% student teachers learning by doing; for 74.36% teacher educators and 68.98% student teachers peer teaching and for 46.15% teacher educator and 59.18% student teachers universal design of learning had been found to be most appropriate teaching strategies for IC. It is also found that 71.79% teacher educator and 58.78% student teachers agreed on individualised learning strategy as the most appropriate teaching strategy in IC.

Table No. 4.3.6.2 (a): Description of the suitable teaching methods/strategies for various learner groups

Types of learners	Respondents (Teacher Educators)			
	Teaching methods/strategies	Percentage	Teaching methods/strategies	Percentage
Students with intellectual disability	Activity method	38.46%	Brain storming strategy	5.12%
	Teaching in small steps strategy	10.26%	Experiential learning method	2.56%
	Programmed instruction	5.12%	Remedial teaching strategy	15.38%
	Play-way method	7.69%	Peer-learning	5.12%

			method	
	Discussion method	7.69%	Use of visual stimulus strategy	2.56%
Students with physical disability	Experiential learning method	30.77%	Individualised Education Plan (IEP)	5.12%
	Activity based strategies	5.12%	Learning by doing method	2.56%
	ICT enabled teaching method	46.15%	Co-operative learning method	2.56%
	Discussion method	7.69%		
Students with multiple disabilities	Individualised Education Plan (IEP)	17.95%	Discussion method	12.82%
	ICT enabled teaching method	12.82%	Remedial Teaching strategy	5.12%
	Peer-teaching method	38.46%	Activity method	2.56%
	Experiential learning method	7.69%	Tactile learning strategies	2.56%
Students with chronic neurological and blood disorder	Learning by doing method	64.10%		
	Peer-learning method	25.64%		
	Co-operative learning method	10.26%		
Students with Mental illness (Mental behaviour)	Play-way method	12.82%	Co-operative learning method	23.07%
	ICT enabled teaching method	15.38%		
	Teaching in small steps strategy	25.64%		
	Activity method	23.07%		
Students from SEDGs (socio-economically disadvantaged groups)	Peer teaching method	46.15%	Learning by doing method	30.77%
	Group teaching method	23.07%		

The Table No. 4.3.6.2 (a) exhibited the various teaching methods considered by the teacher educators for various students group. It has been shown that for students with intellectual disability majority of the teacher educators suggested Activity method (38.46%) along with Remedial teaching method (15.38%), Teaching in small steps strategy (10.26%), Play-way method and Discussion method (7.69%), Brain storming and Peer learning method (5.12%), Experiential learning and Use of visual stimulus strategy (2.56%) as best teaching methods and strategies.

For students with physical disability the teacher educators suggested teaching methods such as ICT enabled teaching method (46.15%), Experiential learning method (30.77%), Discussion method (7.69%), Activity based strategies and IEP (5.12%), Learning by doing and Co-operative learning (2.56%).

It was also found that for students with multiple disabilities teaching methods such as Peer-teaching method (38.46%), Individualised Education Plan (IEP) (17.95%), Discussion method and ICT enabled teaching method (12.82%), Experiential learning method (7.69%), Remedial Teaching method (5.12%), Activity method and Tactile learning strategies (2.56%) were suggested by the teacher educators.

Whereas, for students with chronic neurological and blood disorder 64.10% teacher educators suggested Learning by doing as a teaching method along with Peer-learning method (25.64%) and Co-operative learning method (10.26%).

For Students with Mental illness (Mental behaviour) Teaching in small steps strategy (25.64%), Co-operative learning and Activity method (23.07%), ICT enabled teaching method (15.38%) and Play-way method (12.82%) could be used.

The results also exhibited that teacher educators suggested Peer teaching (46.15%), Learning by doing (30.77%) and Group teaching (23.07%) as a method of teaching for students from SEDGs (socio-economically disadvantaged groups).

Table No. 4.3.6.2 (b): Description of the suitable teaching methods/strategies for various learner groups

Types of learners	Respondents (Student Teachers)			
	Teaching methods/strategies	Percentage	Teaching methods/strategies	Percentage
Students with intellectual disability	Activity method	6.94%	Brain storming strategy	26.53%
	Project method	5.71%	Teaching in small steps strategy	5.31%
	Peer learning method	4.08%	Learning by doing	21.22%
	Individualised Education Plan (IEP)	10.20%	Collaborative teaching method	10.62%
	Play way method	9.79%		
Students with	Story-telling method	4.80%	Brain storming	0.40%

physical disability			strategy	
	Lecture method	30.61%	Universal Design of Learning (UDL)	4.90%
	Cooperative learning method	4.90%	ICT enabled teaching method	2.04%
	Individualised Education Plan (IEP)	16.33%	Peer-learning method	31.84%
	Play way method	4.90%		
Students with multiple disabilities	Peer learning method	8.16%	Play way method	46.94%
	Individualised Education Plan (IEP)	16.33%	Learning by doing	12.24%
	Lecture method	4.08%	Activity method	4.08%
	Universal Design of Learning (UDL)	8.16%		
Students with chronic neurological and blood disorder	Activity method	4.08%	Brain storming method	4.08%
	Cooperative learning method	4.08%	Play-way method	8.16%
	Peer learning method	20.41%	Individualised Education Plan (IEP)	32.65%
	Yoga	0.40%	Lecture method	22.04%
	ICT enabled teaching	4.08%		
Students with Mental illness (Mental behaviour)	Yoga strategy	0.40%	Learning by doing method	10.20%
	Individualised Education Plan (IEP)	16.73%	Peer learning method	8.16%
	Outdoor teaching strategy	0.40%	ICT enabled teaching method	4.08%
	Activity method	14.28%	Game based teaching method	55.92%
Students from SEDGs (socio-economically disadvantaged groups)	Group learning method	4.08%	Activity method	16.33%
	Peer learning method	32.65%	Universal Design of Learning (UDL)	8.16%
	Team teaching method	4.08%	Individualised Education Plan (IEP)	4.08%
	Cooperative learning method	26.54%	Lecture method	4.08%

The table no. 4.3.6.2 (b) exhibited the various teaching methods considered by the student teacher for various students group. The sampled student teachers have responded that for students with intellectual disability Brain storming strategy (26.53%), learning by doing method (21.22%), Collaborative teaching method (10.62%), Individualised Education Plan (IEP) (10.20%), Play way method (9.79%),

Activity method (6.94%), Project method (5.71%), Teaching in small steps strategy (5.31%) and Peer learning method (4.08%) as appropriate teaching method.

For students with physical disability Peer-learning method (31.84%), Lecture method (30.61%), Individualised Educaion Plan (IEP) (16.33%), Universal Design of Learning (UDL), Play way method and Cooperative learning method (4.90%), Story-telling method (4.80%), ICT enabled teaching method (2.04%) and Brain storming method (0.40%) were the teaching methods suggested by the teachers.

The table No. 4.3.6.2 (b) also indicated the teaching methods and strategies stated by student teachers for students with multiple disabilities. Such as play way method (46.94%), Individualised Education Plan (IEP) (16.33%), Learning by doing method (12.24%), Peer teaching method and Universal Design of Learning (UDL) (8.16%), Lecture method and activity method (4.08%). For students with chronic neurological and blood disorder teaching methods such as IEP (32.65%), Lecture method (22.04%), Peer learning method (20.41%), Play-way method (8.16%), Activity method, Brainstorming, Cooperative learning and ICT enabled teaching method (4.08%) and Yoga strategy (0.40%) were identified by the student teachers.

Student teachers mentioned that for students with Mental illness (Mental behaviour) Game based teaching (55.92%), Individualised Education Plan (IEP) (16.73%), Activity method (14.28%), Learning by doing (10.20%), Peer teaching (8.16%), ICT enabled teaching (4.08%) and Yoga and Outdoor teaching strategies (0.40%).

Student teachers have also mentioned that students from SEDGs (socio-economically disadvantaged groups) should be taught using Peer learning (32.65%), Co-operative learning (26.54%), Activity method (16.33%), Universal Design of Learning (UDL) (8.16%) and Group learning, Team teaching, IEP and Lecture method (4.08%).

G. Co-curricular Activities in IE

Table No. 4.3.7: Perception of Teacher Educators and Student Teachers on Co-curricular activities

Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	CWSN cannot participate in all the co-curricular activities	56.41	43.59	51.84	48.16
2	CWSN are reluctant towards co-curricular activities	61.54	38.46	62.45	37.55

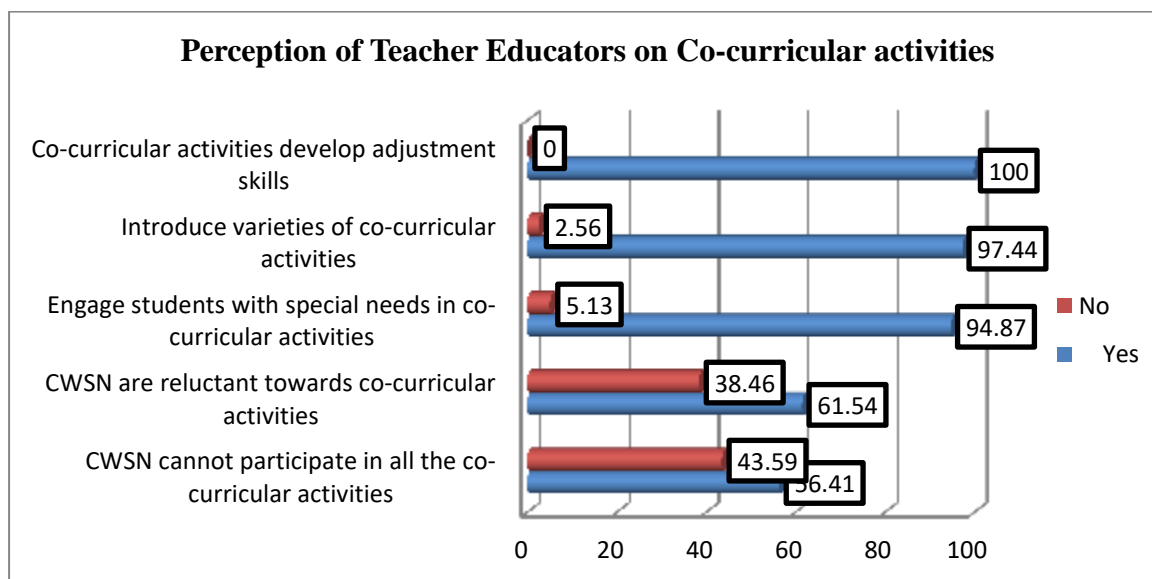| 3	Engage students with special needs in co-curricular activities	94.87	5.13	88.98	11.02
4	Introduce varieties of co-curricular activities	97.44	2.56	89.39	10.61
5	Co-curricular activities develop adjustment skills	100	0	94.69	5.31

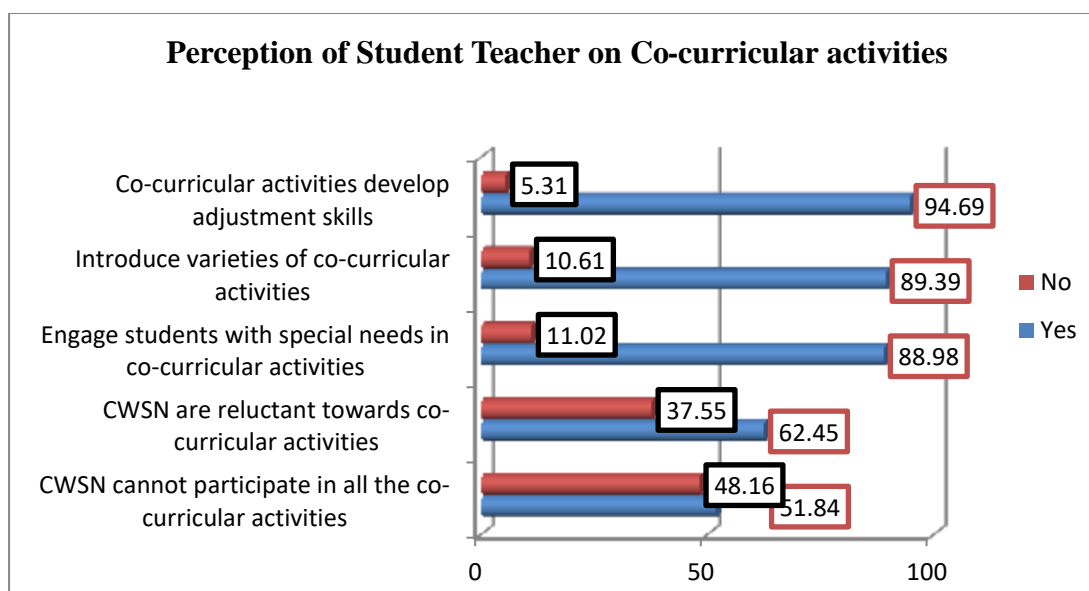**Figure No. 4.3.7 (a): Perception of Teacher Educators on Co-curricular activities**

Figure No. 4.3.7 (b): Perception of Student Teacher on Co-curricular activities

From the table no. 4.3.7 and figure no. 4.3.7 (a) and 4.3.7 (b) it is exhibited that 56.41% teacher educators and 51.84% student teachers perceived that CWSN cannot participate in all the co-curricular activities. 61.54% teacher educators and 62.45%

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student teachers also agreed that CWSN are reluctant towards co-curricular activities. Whereas, 94.87% teacher educators and 88.98% student teachers believed that it is important to engage students with special needs in co-curricular activities. Majority of the (97.44%) teacher educators (89.39%) student teachers expressed that varieties of co-curricular activities should be introduced for students with special needs and almost all (100%) the teacher educators and 94.69% student teachers perceived that co-curricular activities develop adjustment skills among students with special needs.

H. Teacher and Teacher Training for IE

Table No. 4.3.8: Perception of Teacher Educators and Student Teachers towards Teachers in IE and Teacher-training Programme

| Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	Training programmes should stress more on preparing teachers for Inclusive classroom (IC)	89.74	10.26	77.14	22.86
2	Teachers should be trained to work with professionals	94.87	5.13	86.12	13.88
3	Inclusive Education provide various career opportunities	97.44	2.56	92.24	7.76
4	It provide opportunity for the teachers' skill development	97.44	2.56	93.88	6.12
5	Inclusive Pedagogy practices should be promoted through in-service training.	87.18	12.82	71.43	28.57
6	Provide hands-on training on managing Inclusive classroom	97.44	2.56	93.06	6.94
7	Attitude of the teacher towards inclusion is important	92.31	7.69	84.49	15.51
8	Teacher training programme is preparing the teachers to address problems of IE	66.67	33.33	83.27	16.73
9	IE should be an integral part of the internship	94.87	5.13	90.61	9.39
10	Teachers should be able to develop IEPs	89.74	10.26	88.57	11.43
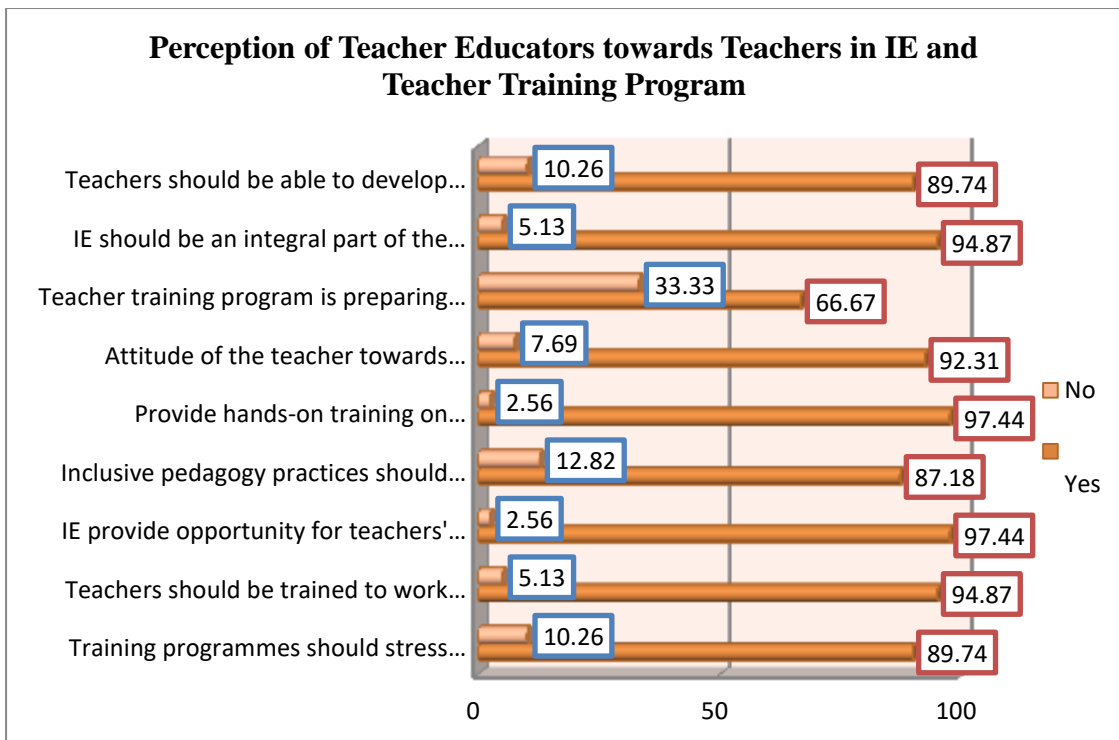
Figure No. 4.3.8 (a): Perception of Teacher Educators towards Teachers in IE and Teacher-Training Programme
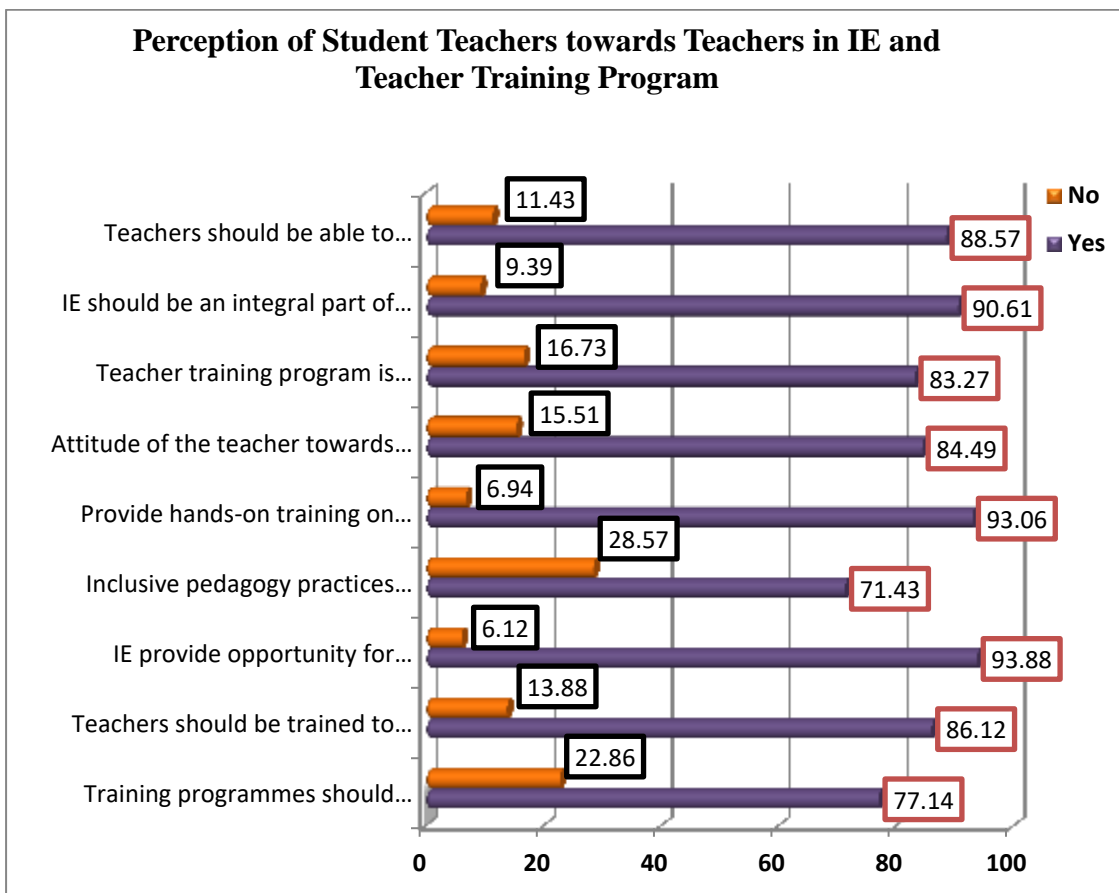

Figure No. 4.3.8 (b): Perception of Student Teacher towards Teachers in IE and Teacher-Training Programme

It is evident from the table no. 3.8 and graph 3.8 (a) and 3.8 (b) that 89.74% teacher educators and 77.14% student teachers believed that teacher education should give more stress on preparing teachers for inclusive classrooms. Teachers should be able to work with various professionals this is supported by 94.87% and 86.12% teacher educators and student teachers respectively. Majority of the teacher educators (97.44%) and (92.24%) student teachers agreed that IE provides better career opportunities for them; 93.88% students- teachers reported that IE provides scope for skill development of teachers as well. Thereafter, 87.18% teacher educators and 71.43% student teachers reported that inclusive practices should be promoted through in-service training. The majority of the respondents (97.44%) teacher educators and (93.06%) student teachers stated that hands-on training should be provided to manage an inclusive classroom (IC). The findings have also suggested that most of the (92.31%) teacher educators and (84.49%) student teachers have emphasised on the importance of attitude of teachers towards IE for an inclusive teacher education programme. It was exhibited from the results that only 66.67% teacher educators agreed that teacher training programmes is preparing teachers for an inclusive classroom and 83.27% student teachers concurred with the same. Whereas, the majority (94.87%) teacher educators and (90.6%) student teachers agreed that IE should be an integral part of the internship process. However, 89.74% teacher educators and 88.57% student teachers stated that teachers should be able to develop IEPs for students.

Table No. 4.3.8.1 Perception of Teacher Educators and Student Teachers towards type of Incentives for teachers

Respondents	Type of Incentives	Percentage
Teacher Educators	Financial Incentives	64.10%
	Expert collaboration	5.13%
	Professional Freedom	15.38%
	Encouraging innovative ideas	15.38%
Student Teacher	Proper guidance	16%
	Appropriate training	25%
	Encouragement	32%
	Provide exposure in developing skills	12%
	Creating awareness about different teaching methods and skills	8%
	Increase in salary	7%

From the table No. 4.3.8.1 it is shown that 64.10% of the teacher educators perceive financial incentive should be provided to them. It has been found that for 15.38% teacher educators professional freedom and encouraging innovative ideas acts as an incentive. While, 5.13% of them found that expert collaboration can also be an incentive. The results also show exhibited that 32% student teachers perceive encouragement as an incentive to work in an inclusive classroom. Appropriate training (25%), proper guidance (16%), Provide exposure in developing skills (12%), Creating awareness about different teaching methods and skills (8%) and Increase in salary (7%) are the incentives suggested by the student teachers.

I.   Role of Administration in Inclusive Teacher Education

Table No. 4.3.9: Perception of Teacher Educators and Student Teachers towards the Role of Administration in Inclusive Teacher Education

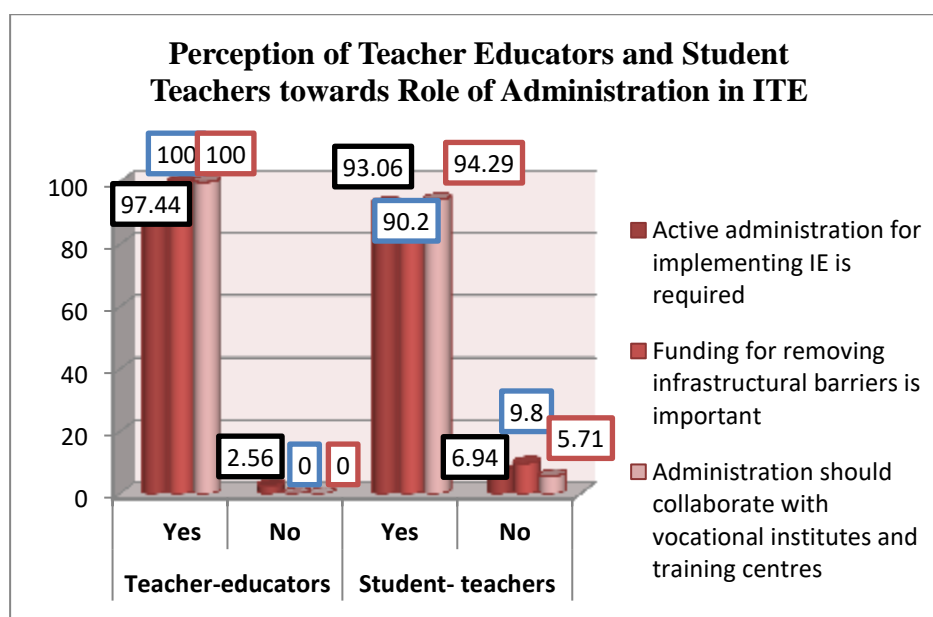| Sl. No.	Statements	Responses			
		Teacher Educators		Student Teachers	
		Yes	No	Yes	No
1	Active administration for implementing IE is required	97.44	2.56	93.06	6.94
2	Funding for removing infrastructural barriers is important	100	0	90.20	9.80
3	Administration should collaborate with vocational institutes and training centres	100	0	94.29	5.71

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Figure No. 4.3.9: Perception of Teacher Educators and Student Teachers towards Role of Administration in ITE

The table no. 4.3.9 and figure no. 4.3.9 exhibited that almost all (100%) teacher educators agreed on the point that funding is essential for removing the infrastructural barriers in teacher education institutions and collaboration between administration and vocational institutes and training centres was also required for inclusive teacher education. However, majority of the student teachers (90.20%) (94.29%) also expressed same views. Meanwhile, majority of the (97.44%) teacher educators and (93.06%) student teachers believed that for achieving an inclusive teacher education system an active administration is required.

4.3.1 Discussion of the Findings
A. Concept of Inclusive Education and Inclusive classroom

Teachers' perception towards inclusive education is crucial for its successful implementation. In this study the above stated objective attempted to study the perception of teacher educators and student teachers of elementary teacher education programme in Assam.

The findings of the study revealed that regarding the perception towards Inclusive education majority of the teacher educators and student teachers were very well familiar with the meaning of Inclusive education. Both the respondent groups agreed on teaching students in inclusive classroom in spite of any form of discrimination. During the interaction with the respondents, Respondent (**No. 2**) had stated that-

"*Inclusion takes into consideration about students who have different learning difficulties, students from various backgrounds and students with some form of physical disability*".

But, 28.21% teacher educators and 35.10% student teachers had also stated that inclusion will affect the academic swiftness of a classroom. Respondent (**No. 4**) had stated that-

"*It is possible to teach students with minor disability but when a student with severe disability comes to the class it becomes difficult for teachers to teach them*".

"Teaching a student with learning disability can also be difficult to teach in general classroom. We need to develop different TLM for such students, which cost a lot of time for teachers."

Therefore, the teacher educators were found to be selective in terms of perceiving inclusion in classroom. The respondents had also accentuated that since they did not had any students with disability enrolled in their classes; they are not able to practically train for IE (Aljudaya, 2021). Findings also showed that teacher educators perceived themselves to be less eligible for dealing with students who are having severe disability (Alquraini, 2012). Most of the teacher educators stated that benefit of inclusive education is developing right attitude towards education. Whereas, majority of the student teachers had responded that IE helps students who are in need. Respondent (**No. 5**) had mentioned that-

"Inclusive classroom environment will reduce lot problems as we can teach all the students in single classroom so it will be as normal for teachers to teach students with disability. But, for continue doing that we need some expert teachers to help us since we do not know how to teach students with visual impairment and other severe disability."

Findings also revealed that teacher educators perceived that providing assistance to the students in IC can facilitate inclusion more. While student teachers stated that making the students working in groups would facilitate their learning more. The findings also stated that the majority teacher educators perceive that children with learning disability and majority of the student teachers perceive that socio-economically disadvantaged learners had the better chances of learning in IE. During the discussion with the teacher educator it was found that students with learning disability can learn better as compared to other groups in IC. The teacher educators and student teachers were not interested and motivated to teach students with severe disabilities such as students with behavioural problems and students with ADHD.

B. Infrastructure related to Inclusive Education

The findings of this objective have also stated that the almost all the teacher educators and majority of the students-teachers perceived the requirement of modified furniture in an Inclusive classroom. They believed that appropriate infrastructural facilities are

required for continuing inclusive classroom. Regarding the infrastructural facilities in teacher education institutions the Respondent (**No. 6**) had mentioned that-

"*To develop an inclusive setting the minor changes in the existing facilities should be made so that smooth access can be facilitated.*"

Similar findings have been stated by Chumo and Kosgei (2019) and Mutinda (2012) that appropriate physical environment and infrastructural facilities are establishment for an inclusive arrangement.

C. Classroom Management of Inclusive classroom

The findings had revealed that teacher educators and student teachers agreed on modifying classroom arrangements for students. But, the majority of the student teachers and teacher educators had also shown concern that in IC managing students with disability could be difficult. The respondents had also revealed that completing the syllabus on time becomes difficult in IC. During the discussion Respondent (**No. 14**) had opined that-

"*We get a limited time frame to complete the course, students with disability can be taught in the classroom; but, it will become difficult to address their requirements and complete the syllabus on time.*"

In addition, to the classroom management it had been highlighted by the respondents that they choose to make required modifications and adjustment in their class as the need arise. In line with this Respondent (**No. 6 & 8**) had responded that-

"*I do not teach the paper inclusive education, but when in my class any student with hearing or visual difficulty appears, I try to understand their problems and generally, I bring them to the front desk so that they can understand what we are learning.*"

"*We have a dwarf student in our class and we always make sure she get to sit in the first raw.*"

This underlined the basic classroom management skills that the teacher educators practice in the classrooms. They further stated that they did get any moderate level or

severe students with disability in their classroom. As they mentioned that they were able to manage the classroom with mild students with disability.

Almost half of the (53.88%) student teachers stated that quality of education is compromised in the process of maintaining inclusion in classroom.

D. Psychological and Behavioral Aspects of Students in IE

Majority of the teacher educators and student teachers had agreed on the point that inclusion will prepare students with special needs to adjust in society and develop their self confidence. Majority of the respondents had also positively perceived the fact that inclusion will make students with special needs feel belonged to the society by reducing their inferiority complex. As stated by the Respondent (**No. 12**) that-

"At the elementary or primary level if the students start learning together in an IC, the idea of differentiation could be reduced to some extent."

Findings of the study had also stated that majority of the teacher educators perceived bullying as a major behavioural problem of students in IE. It could be because of lack of coordination and adjustment problem among the students in IE. Whereas, for student teachers attention seeking was found to be the major behavioural issue.

E. Curriculum for Inclusive Education

The findings related to the perception towards curriculum for IE had revealed that majority of the teacher educators opined on having a curriculum that can address the diversity of the students. It has been found that 82.86% student teachers stated that there is no need to modify the existing curriculum; but interestingly, 71.79% teacher educators had perceived that the existing curriculum should be modified. In this same line, the Respondent (**No. 10**) and Respondent (**No. 8**) had mentioned that-

"Whatever has been stated in the policies related to inclusive education, it had not been totally reflected in the curriculum, from our end we try to give the theoretical knowledge but there should be some more practical based component in the curriculum."

"The existing teacher-education curriculum sufficient to prepare student teachers with mild disability but if a student with moderate disability arrives in any class the curriculum is not sufficient to provide teaching methods and strategies for dealing with such children."

Whereas, 92.31% teacher educators believed that an appropriately developed inclusive curriculum could be beneficial for all learners. A proper balance between the academic and practical parts of inclusive education needs to be reflected in the teacher education curriculum (Simi, 2019).

Further, the Respondent (**No. 8)** had stated that-

"*Since the curriculum is developed under the guidance of many experts it is definitely appropriate for IE.*"

"*The previous curriculum was a bit outdated but the recent curriculum is very much updated and as per the raised standards of our students.*"

This shows that the teacher educators were not involved in understanding the requirements of an Inclusive curriculum and they had been comfortable teaching the same updated curriculum. While, giving responses to the nature of inclusive curriculum it had been found that majority of the teacher educators perceived that the educational aims had to be clearly stated in the curriculum. While, the student teachers showed that there should be multiple examples in the curriculum to make it more inclusive.

While, responding to the perception towards problem of developing lesson plan for IC, majority of the teacher educators stated that lack of appropriate teaching learning material (TLM) could be the major problem followed by difficulty in planning and management of lesson plan, time management and evaluating the students. The findings also showed that student teachers perceived increase in workload as a major problem in developing a lesson plan for IC. It has been found that the teacher educators were not developing any lesson plan as per the need of an IC and the reason was as stated by Respondent (**No. 8**) that-

"*We do give them (*student teachers*) understanding about how an inclusive class should be but there are no special students in the schools where they go for internship. So they do not keep inclusion as a parameter as such while developing any lesson plan. In our classes also there are no students with disability is present so we develop the lesson plan as the normal standards. But, yes we keep in mind the individual differences.*"

This reflected that the absence of enrollment of students with special needs acted as situation for not developing any inclusive lesson plan.

F. Pedagogy for Inclusive Education

The findings of the study had revealed that majority of the respondents had opined about use of different teaching methods and strategies, dividing the teaching into smaller steps. It has been found from the results that almost half (51.28%) of the teacher educators and 61.22% student teachers perceived that IEP should be used for teaching in IC. Whereas, one of the respondent had stated that it might not be economical in time to prepare IEP for every lesson. Respondent (**No. 4 &7**) added that-

"*We provide theoretical knowledge on what is IEP and usage of it but developing IEP is not easy for the students (Student teachers)*".

Findings of this study further revealed that majority of the (87.18%) teacher educators perceived activity based teaching strategies as the best ways to teach in IC. On the other hand student teachers had responded that learning by doing as the best strategies for teaching in IC. The respondent (**No. 3**) mentioned as-

"*To make the class more inclusive in-terms of linguistic diversity, as the most common diversity we encounter in our classroom is on the basis of language. We try to teach students using various activities and using their previous knowledge to help them learn English and grammar as I mainly deal with English language teaching. This method proves to be beneficial for language inclusion in the classroom.*"

The findings had also brought out various methods of teaching suggested by the teacher educators for different types of students. It had been found that 38.46% teacher educators perceived that students with intellectual disabilities should be taught using-

- Activity method. Apart from it teaching methods such as programmed instruction, teaching in small steps (Rosenshine, 2010). Play-way method, discussion method, brain storming, experiential learning, remedial teaching and peer learning could be used to teach students with intellectual disabilities.

As per the teacher educators **Students with Physical Disability** could be taught through-

- Experiential learning, activity based strategies; ICT enabled teaching method, discussion method, IEP, learning by doing and co-operative learning.

For **Students with Multiple Disabilities**-

- IEP, ICT enabled teaching method, peer teaching, experiential learning, discussion method, remedial teaching, activity method, tactile learning strategies could be adopted.

For teaching **Students with Chronic Neurological and Blood Disorder**-

- Learning by doing, peer learning and co-operative learning could be used.

For **Students with Mental Illness-**

- Play-way method, ICT enabled teaching method; small steps learning, activity method and co-operative learning were perceived as teaching methods as stated by the teacher educators.

For teaching **Students from SEDGs**-

- Lastly, it was found that teacher educators perceived that peer teaching, group teaching and learning by doing could be used.

On the other hand the respondents had also stated that it could not be possible to use variety of methods in the classroom as the time duration and the pressure to complete the course does not allow the teacher educators to adopt different teaching strategies in the classroom.

Other respondent group, student teachers have accentuated that for teaching **Students with Intellectual Disability-**

- Activity method, project method, peer teaching, IEP, play way method, brain storming, use of small steps in teaching, learning by doing and collaborative methods could be used.
- Results had shown that student teachers had suggested that for teaching students with physical disability teaching methods such as story-telling, lecture method, cooperative learning, IEP, play-way method, brainstorming,

UDL, ICT enabled teaching method and peer learning could be used. Similar methods had also been suggested by the teacher educators for teaching students with multiple disabilities.

- The findings had also revealed that students with chronic neurological and blood disorder should be taught using activity method, cooperative learning, peer learning; ICT enabled teaching method, brainstorming, play-way method, IEP, lecture method and yoga as a teaching method.

- The student teachers had also stated that students with mental illness could be taught using IEP, game based learning, ICT enabled teaching; learning by doing, peer teaching, activity method, outdoor teaching and yoga.

- It had been found that student teachers accentuated that group learning, peer learning, team teaching, co-operative learning, activity method, UDL, IEP and lecture method could be used to teach students from SEDGs.

G. Co-curricular Activities in Inclusive Education

The findings of the study related to perception of the teacher educators and student teachers towards co-curricular activities in IE stated that half of the teacher educators (56.41%) and student teachers (51.84%) perceived that CWSN could not participate in all the co-curricular activities. Meanwhile, majority of the teacher educators and student teachers positively perceived that varieties of co-curricular activities should be introduced and that it develops the adjustment skills of students in IC. Co-curricular activities provide them opportunities to get engaged with the students outside classroom environment.

H. Teacher and Teacher Training for Inclusive Education

The findings of the study have also revealed the perception of both the respondent groups towards teachers and teachers training for IE. It had been found that majority of the teacher educators agreed that teachers should be trained to work for inclusive settings. Results also depicts that the respondents had stated that IE would provide them various career opportunities, develop their skills by providing hands-on training to them. Teacher educators had accentuated that the inclusive pedagogy should be promoted through in-service training among the teacher educators. This would enhance their hands-on training ability for managing an IC. But, in terms of practice it has been found that pre-service teachers did not prepared lesson plans keeping in view of an inclusive classroom. It has been stated by Respondent (**No. 4**) that-

"Since, we do not have any children with disabilities where our student teachers go for internship. Therefore, we do not prepare the lesson plan keeping in mind the students with disability but in general for addressing all the students' needs."

This shows that lack of enrollment in the schools effects teachers' perception towards developing an inclusive lesson plan and selecting pedagogy for an inclusive classroom. Forlin and Chamber (2011) had found similar results that, teachers perceived that there was lack of understanding and skills among them for teaching students with special needs. Previous studies had also reiterated on lack of appropriately trained teachers for inclusive education. This had raised the importance of strengthening the existing teacher education programme for producing more trained teachers (Sharma, et al. 2013). From the findings it was evident that the teacher educators make sure that gender-neutral examples are given in the classroom. This demonstrates that teacher educators make an effort to cultivate an inclusive atmosphere within the classroom despite having only the most fundamental training on their part.

On the other hand, another respondent had mentioned that when student teachers develop and prepare lesson plans specific learning outcomes were also mentioned keeping in view of an IC.

Findings also revealed that the teacher educators and student teachers supported that the attitude of the teachers towards IE is very central. As other studies had also shown that attitude plays an important role in directing and developing behavior of a person (Todorovic, et.al. 2011). Positive attitude of the teachers played an essential role in managing and conducting an inclusive classroom and it also directs their behavior (Emmers, Baeyens & Petry, 2020). It had been found in the previous studies that teachers who have a more optimistic view of their students with disabilities also have a higher sense of their own competence (Hofman & Kilimo, 2014). Majority of the respondents had also stated that in the internship process inclusive should be an integral part. Also the teachers' ability to develop IEPs had been highlighted. Later on, the findings had also revealed the perception of the teacher educators on type of incentive to be given to the teachers in Inclusive Education; such as financial incentive, expert collaboration, professional freedom and encouraging their innovative ideas. Respondent (**No. 6**) have also stated that-

"If we are given proper training how to deal with students with visual impairment and students with other physical disability; we can train our student teachers accordingly for an inclusive classroom set-up."

Whereas, regarding expert collaboration Respondent (**No. 8**) had stated that-

"Along with giving us training for inclusive teaching, if some expert educators with specializations in some form of disabilities are appointed, we could run an inclusive classroom more easily."

The findings suggests, student teachers perceived that proper guidance, appropriate training, encouraging students, providing exposure for developing skills, creating awareness on various teaching methods and increase in salary could act as an incentive for teachers to work in inclusive classroom. Pearman, Huang and Melblom (1997) had also indicated that providing appropriate incentives to teachers such as training for pre-service teachers and financial rewards for teachers in inclusive classroom is essential.

I. Role of Administration in Inclusive Teacher Education

It was clear from the findings that almost all (100%) teacher educators emphasized that administrative involvement is necessary for developing inclusive set-up and adequate funding is needed for removing infrastructural barriers in educational institutions (Rasmussen, 2000). The findings also showed that majority of the respondents had stated that an active administration is essential for running an inclusive set-up. Strong administrative intervention could strengthen the structure of inclusive education in the institution. This had also been highlighted in the findings of Ainscow (2020). They must create an environment where exclusionary and biased teaching methods can be challenged.

SECTION IV

4.4 Analysis of the Objective No. 4:

To study the level of Self-efficacy of teacher educator and student teacher for Inclusive Education.

The fourth objective of the study aimed at understanding the level of self-efficacy of student teachers and teacher educators. To collect data for this objective TEIP scale

have been employed. To study the objective following hypotheses were also developed.

Hypothesis H_o 1: *There is no significant difference in the mean scores of male and female teacher educators related to self-efficacy toward Inclusive Education.*

Hypothesis H_o 2: *There is no significant difference in the mean scores of male and female teacher educators related to efficacy in managing behaviour*

Hypothesis H_o 3: *There is no significant difference in the mean scores of male and female teacher educators related to efficacy in collaboration.*

Hypothesis H_o 4: *There is no significant difference in the mean scores of male and female teacher educators related to efficacy in inclusive instruction*

Hypothesis H_o 5: *There is no significant difference in the mean scores of male and female student teachers related to self-efficacy toward Inclusive Education.*

Hypothesis H_o 6: *There is no significant difference in the mean scores of male and female student teacher related to efficacy in managing behaviour.*

Hypothesis H_o 7: *There is no significant difference in the mean scores of male and female student teacher related to efficacy in collaboration.*

Hypothesis H_o 8: *There is no significant difference in the mean scores of male and female student teachers related to efficacy in inclusive instruction.*

The above-mentioned hypotheses were tested by using the t-test, mean, and SD. The level of self-efficacy for student teachers and teacher educators had also been studied. Results of which were presented in tabular form.

Table No. 4.4.1: Level of Self-efficacy of Teacher Educators

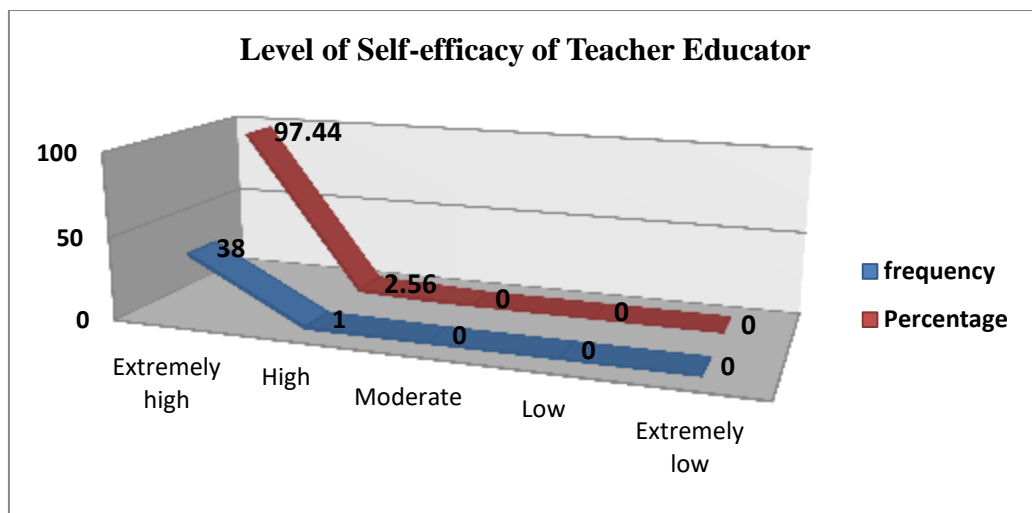| Sl. No.	Level of Self-efficacy	Responses	Percentage
1	Extremely high level of self-efficacy	38	97.44
2	High level of self-efficacy	1	2.56
3	Moderate level of self-efficacy	0	0
4	Low level of self-efficacy	0	0
5	Extremely low level of self-efficacy	0	0

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Figure No. 4.4.1: Representing the level of Self-efficacy of Teacher Educator

The above-mentioned table No. 4.4.1 and figure No. 4.4.1 indicated the different levels of self-efficacy of the teacher educators. The results showed that 97.44% of teacher educators had an extremely high level of self-efficacy. It represents that the teacher educators believed that they could efficiently deal with the students in an Inclusive classroom by managing their behaviour and collaborating with the teachers, students, and parents; by using inclusive instruction in the classrooms for children with special needs.

Table No. 4.4.2: 't' score of gender differences among Teacher Educators

	Gender	N	Mean	SD	t value	df	p-value	Remarks
Self-Efficacy score of Teacher Educator	female	27	92.30	7.685	-.013	37	.989	Not Significant
	male	12	92.33	8.835				

*(at 0.05 level of significance)

The above-mentioned table No. 4.4.2 shows the self-efficacy score of male and female teacher educators towards inclusive education. The mean and SD of female teacher educator is M= 92.30, SD= 7.685 and for males, it is M= 92.33, SD= 8.835. At df= 37 the calculated t-value is -.013 and the p-value is .989 which is greater than the significance level of 0.05. Therefore, the stated null hypothesis is accepted which

depicts that there is no significant difference in the total self-efficacy score of teacher educators on the basis of gender.

Table No. 4.4.3: Dimension-wise comparison of gender scores through t-test among Teacher Educators

Dimensions of Self-efficacy Scale	Gender	N	Mean	SD	t value	df	p-value	Remarks
Efficacy in Managing Behaviour	Female	27	30.37	3.040	-.917	37	.365	Not Significant
	Male	12	31.33	2.995				
Efficacy in collaboration	Female	27	30.52	2.992	.618	37	.540	Not Significant
	Male	12	29.75	4.693				
Efficacy in Inclusive instruction	Female	27	31.41	2.358	.182	37	.857	Not Significant
	Male	12	31.25	2.800				

*(at 0.05 level of significance)

The above-mentioned table No. 4.4.3 it is indicated the dimension-wise self-efficacy score of male and female teacher educators towards inclusive education. The mean and SD of female teacher educators for efficacy in managing behavior, collaboration and inclusive instruction is M= 30.3, SD= 3.040; M= 30.52, SD= 2.992; M= 31.41, SD= 2.358 and for males it is M= 31.33, SD= 2.995; M= 29.75, SD= 4.693, M= 31.25, SD= 2.800 respectively. The results also show that at df= 37 the calculated t value is -.917 for efficacy in managing behavior, .618 for efficacy in collaboration, and .182 for efficacy in inclusive instruction with p-value p= .365, p= .540 and p= .857 respectively which is greater than the significance level 0.05. Therefore, from this result, it is clear that the stated null hypothesis is accepted which depicts no significant difference in the total self-efficacy score of teacher educators on the basis of gender in any dimensions of the TEIP scale.

Table No. 4.4.4: Level of Self-efficacy of Student Teachers

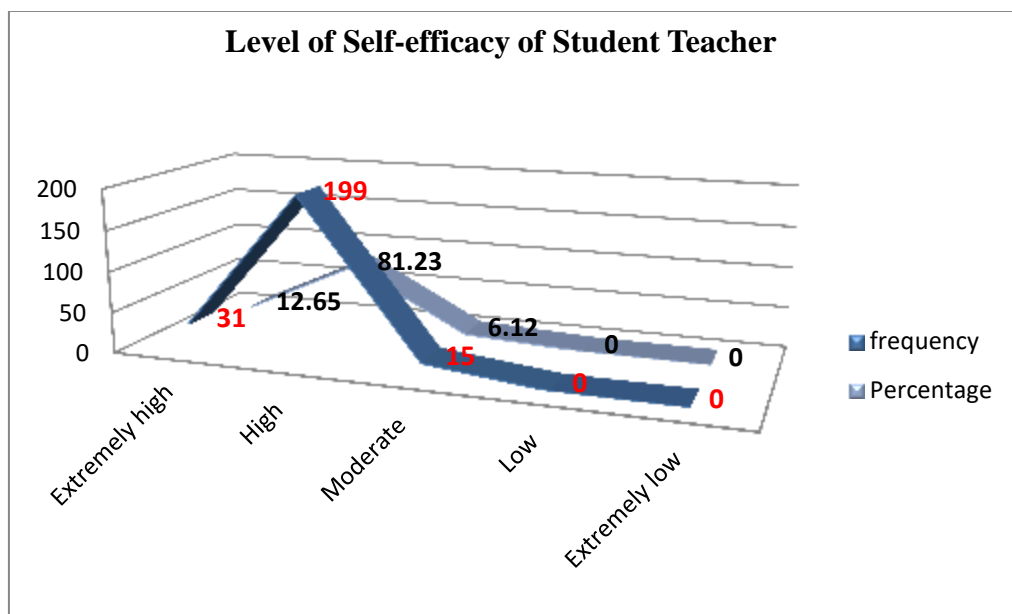| Sl. No.	Level of Self-efficacy	Responses	Percentage
1	Extremely high level of self-efficacy	31	12.65
2	High level of self- efficacy	199	81.23
3	Moderate level of self-efficacy	15	6.12
4	Low level of self-efficacy	0	0
5	Extremely low level of self-efficacy	0	0

Figure No. 4.4.2: Level of Self-efficacy of Student Teacher

It is evident from table No. 4.4.2 that the majority of the student teacher respondents i.e. 81.23% were showing a high level of self-efficacy. Whereas, only 6.12% of student teachers exhibited a moderate level of self-efficacy. It represented that in the teacher education institutions, student teachers were efficacious enough in managing and dealing with an Inclusive classroom.

Table No. 4.4.5: 't' score of gender differences among Student Teachers

Self-Efficacy score of Student Teacher	Gender	N	Mean	SD	t value	df	p-value	Remarks
	female	178	88.34	7.782	-1.584	243	.114	Not significant
	male	67	90.09	7.541				

*(at 0.05 level of significance)

From the above-mentioned table No. 4.4.5 shows the self-efficacy score of male and female student teachers towards inclusive education. The mean and SD of female student teachers is M= 88.34, SD= 7.782 and for males, it is M= 90.09, SD= 7.541. At df= 243 the calculated t-value is -1.584 and the p-value is .114 which is greater than the significance level of 0.05. Therefore, the stated null hypothesis is accepted which

depicts that there is no significant difference in the total self-efficacy score of student teachers on the basis of gender.

Table No. 4.4.6: Dimension-wise self-efficacy t-test report of Student Teachers

Dimensions of Self-efficacy Scale	Gender	N	Mean	SD	t value	Df	p-value	Remarks
Efficacy in Managing Behaviour	Female	178	28.69	2.714	-4.111	243	.000	Significant
	Male	67	30.39	3.284				
Efficacy in Collaboration	Female	178	29.53	3.179	-1.268	243	.206	Not Significant
	Male	67	30.13	3.721				
Efficacy in Inclusive Instruction	Female	178	29.63	2.868	-2.227	243	.027	Significant
	Male	67	30.57	3.120				

*(at 0.05 level of significance)

It is indicated from the above-mentioned table No. 4.4.6 about the dimension-wise self-efficacy score of male and female student teachers towards inclusive education. The mean and SD of female student teachers for efficacy in managing behavior, collaboration and inclusive instruction is M= 28.69, SD= 2.714; M= 29.53, SD= 3.179; M= 29.63, SD= 2.868 and for males it is M= 30.39, SD= 3.284; M= 30.13, SD= 3.721, M= 30.57, SD= 3.120 respectively. The results also show that at df= 243 the calculated t-value is -4.111 for efficacy in managing behavior, -1.268 for efficacy in collaboration, and -2.227 for efficacy in inclusive instruction with p-value p= .000, p= .206 and p= .027 respectively, which is greater than the significance level 0.05. Therefore, from this result, it is clear that the stated null hypothesis is rejected for efficacy in managing behavior where males are found to be more efficacious in managing behavior in inclusive education than their counterparts. The null hypothesis for the dimension efficacy in inclusive instruction is also rejected and it shows that the males (M=30.57) show slightly higher efficacy in providing inclusive instruction to the students than females (M=29.63). However, for the dimension efficacy in collaboration, there were no significant difference among male and female student teachers hence the null hypothesis is accepted.

4.4.1 Discussion of the Findings

The findings obtained through the analysis of Objective No. 4 revealed the level of self-efficacy score of teacher educator and student teachers. To study the significant relationship of self-efficacy with regard to gender hypotheses have been developed and tested using a t-test. The findings of which have been discussed in the above-mentioned tables and graphs.

From the analysis, obtained findings showed that the majority of the teacher educator had shown an extremely high level of self-efficacy towards inclusive education, and no one showed moderate or below moderate self-efficacy level. It depicts that the workshops and seminars conducted for the teacher educators for implementation of Inclusive education have resulted in developing their efficacy level. During the discussion, with the researcher of one the respondents stated that "*I believe that I can handle students in an inclusive classroom.*" It was observed through the discussion with the teacher educator that, they believe they could deal with the students in an inclusive classroom. This finding was supported by the results of Mamgain, (2017) which states that the majority of the teacher had a higher level of self-efficacy. Woodcock, et al. (2022) have also discussed that to provide better academic growth for teachers and students association between self-efficacy and a positive outcome is desired. Bandura (1997) argues that educators' confidence in their own abilities has a significant impact on how they treat their pupils and what they do in the classroom; it also enhances students' learning. From the observation and field, notes the researcher found that all the teacher educators were clear about the concept of inclusive education very well, which reflected in the development of higher self-efficacy among the teacher educators. These findings were corroborated by the results of Ismailos, L., et al, (2022), Kuitinnen, (2017), and Kuyini, et al. (2020).

The findings have also revealed that the student teachers' self-efficacy level ranges from moderate to extremely high level; it was found that a maximum number of students i.e. 81.23% showed a high level of self-efficacy towards inclusive education. Whereas, only 6.12% of student teachers had shown a moderate level of self-efficacy towards inclusive education. Similar results were found in the study conducted by Senler and Sungur, (2010). This result was in contrast to the findings of Shani and Hebel, (2016) which suggested that general teachers were not efficacious enough to teach in an inclusive environment.

The results obtained through studying hypothesis 1 (H1) indicated that there was no significant difference among the teacher educators on the basis of gender. The null hypothesis developed had been accepted; as the obtained p-value (.989) was greater than the significance level of 0.05. This explained that the male and female teacher educators did not differ in their self-efficacy scores towards inclusive education. But the male teacher educators' total mean score of self-efficacy is slightly higher than their female counterparts. These results were substantiated by the findings of Kundu, (2020), Hofman and Kilimo, (2014); Devi, (2019) and Kumari, (2016) who had also shown similar findings resulting in no significant difference in relation to gender for self-efficacy in inclusive education; although males indicating a higher level of self-efficacy towards inclusive education. In contrast to it, the findings of Mamgain, (2017) revealed that female teachers had more efficacies behaviour for inclusive practices than male teachers.

Analyses of the hypothesis (H5) showed that there were no significant differences in the total mean score of male and female student teachers in relation to self-efficacy towards inclusive education. However, male student teachers had been found to demonstrate slightly higher self-efficacy as compared to female student teachers in handling an inclusive classroom. Similar findings have been indicated in the study conducted by Haj Hussien and Al-Qaryouti (2015), Ahsan, Sharma and Deppeler, (2012) who found in their studies that male pre-service teachers showed higher self-efficacy than female pre-service teachers. It was found that males were more active.

The present study also revealed dimension-wise self-efficacy scores of teacher educators towards inclusive education. It was found that hypotheses H2, H3, and H4 were accepted as there was no significant difference was found among male and female teacher educators, in various dimensions of self-efficacy such as efficacy in managing behaviour, efficacy in collaboration, and efficacy in inclusive instruction.

Further, the researcher also analysed the findings of various dimensions as stated above, to find out the differences in the score of male and female student teachers. The findings of the study showed that there was no significant difference between male and female student teachers in the dimension, of efficacy in collaboration. Hence the null hypothesis H7 was accepted. But interestingly, the other two dimensions indicated a p-value lower than 0.05 hence the null hypotheses H6 and H8 were rejected. It clearly showed that there was a significant difference in the mean score of male and female student teachers. From the analyses it is depicted that male student teachers have shown higher self-efficacy in managing behaviour in an inclusive

classroom and in providing inclusive instruction. Similarly, Kumari (2016) had also stated in her study that male teachers were found to have more confidence in teaching students in an inclusive environment. Similar results had been found by Ahsan, Sharma and Deppeler, (2012); Ismailos, Gallagher, Bennett, and Xiaobin Li (2019) which results in showing higher self-efficacy in managing behavior and in inclusive instruction.

Section – V

4.5 Analysis of Objective No. 5

To prepare a Suggestive Framework for Integration of Inclusive Education in the D. El. Ed. programme.

In accordance with the findings of the present study and related literature a framework for integrating Inclusive Education in the D.El.Ed. Programme has been prepared. This framework will provide a blueprint which would help teacher-education institutions to include Inclusive Education component in the Elementary Teacher Education Programme. This framework had been developed under seven dimensions as discussed thoroughly below. It would provide suggestions for making the Elementary Teacher Education Programme Inclusive based. This framework had been designed keeping in mind the views, suggestions and opinions received from the practitioners and stakeholders (student teachers and teacher educators) in the form of the findings of the research work.

4.5.1 Objective of the Framework

a. To provide a suggestive guideline for incorporating Inclusive Education component in the elementary teacher education programme in a systematic manner.

b. To provide guiding principles to the stakeholders to adopt inclusive practices in the elementary teacher education programme.
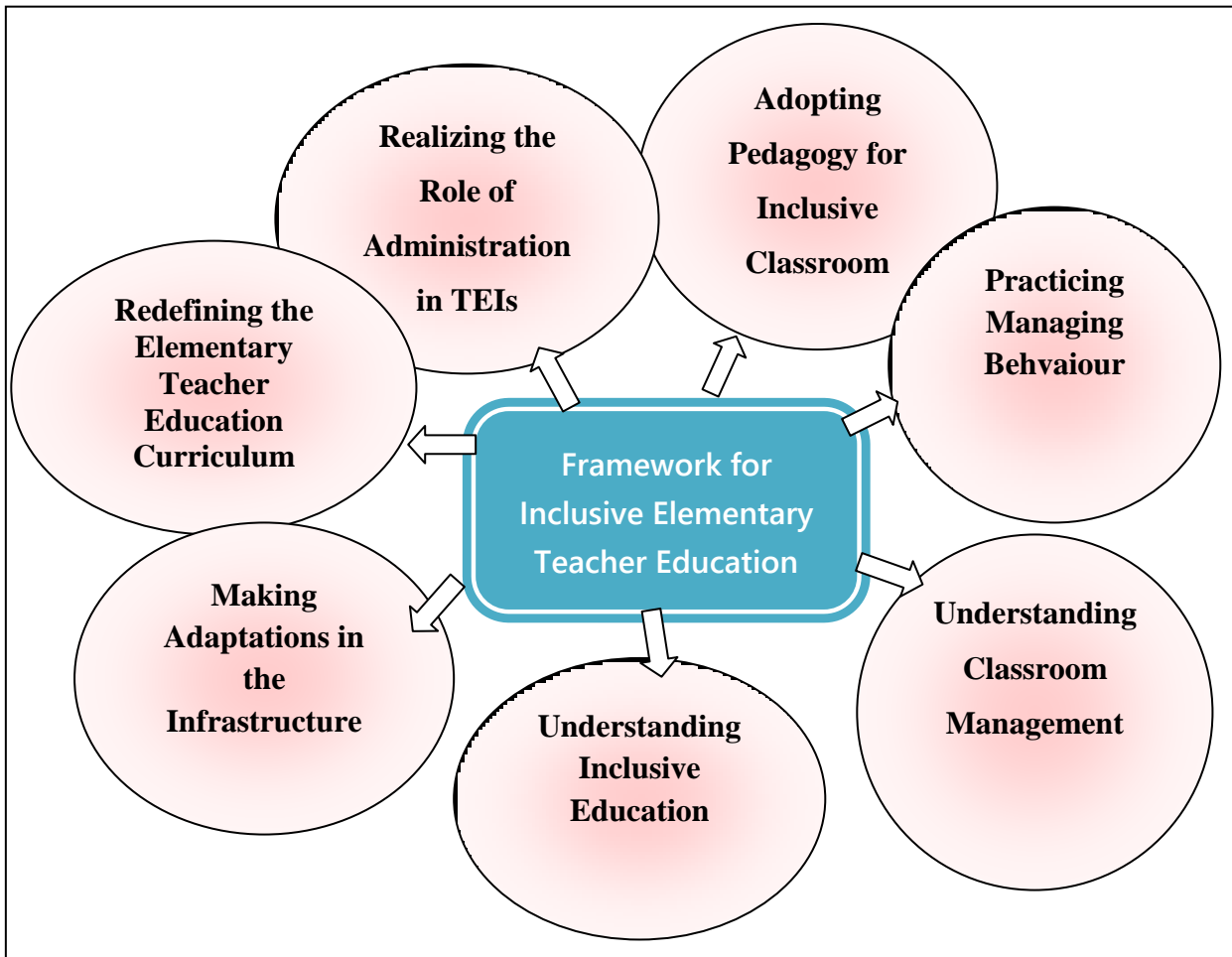
Figure No. 4.5.1: Framework for Integration of Inclusive Education in Elementary Teacher Education Programme

4.5.2 Target Group

This framework is mainly developed to serve the needs of Student Teachers, Teacher Educators, Administrators and Policy Makers of the teacher-education programme at the elementary level.

4.5.3 Framework for Integration of IE in Elementary Teacher Education Programme

A. Redefining Elementary Teacher Education Curriculum

The curriculum serves as a guide for adopting or executing any concepts through programmes (Naicker, 2006). A curriculum is designed with a specific set of ideas and goals in mind to target a certain group of students in mind. It contains information that caters to the diverse needs of students in every particular programme.

Nonetheless, it is often necessary to adapt the curriculum to reflect changing student requirements and educational ideas.

To educate teachers for an Inclusive classroom, it is critical to offer them with a curriculum that provides a comprehensive overview and comprehension of the idea of Inclusive Education (NCTE, 2009). It should also give students with an orientation to developing in-depth knowledge and abilities for teaching in an Inclusive classroom.

The curriculum of any training programme is the primary tool used to steer and finish the whole programme. As a result, it is critical to create a curriculum that addresses the requirements of pupils while also strengthening their abilities (NCERT, 2005). Some changes are needed in the present teacher-education curriculum, as evidenced by the study's conclusions. As a result, the following issues should be addressed while creating an Inclusive Teacher Education Program.

1. Paper related to IE should be in the first or second semester syllabus, as to provide students a conceptual understanding of the concept of Inclusion at the very beginning. This would provide students an idea of perceiving other subjects from inclusive perspective as well. For example, a student teacher who is having understanding of Inclusive Education concepts when they will proceed to studying pedagogy papers or ICT integrated papers they would be able to correlate the knowledge with an Inclusive classroom.

2. The findings of the curriculum analysis indicated that very less content were directly related to Inclusive Education. There was only one paper titled as Inclusive education and in rest of the curriculum only few papers had content overtly directing to facilitate inclusion. More contents related to Inclusive Education could be assimilated in the various papers of D. El. Ed curriculum. Such as, in pedagogy papers content related to addressing CWSN students' need can be added.

   a. For example, in Pedagogy of Mathematics- I in *unit 2: Principles and Methods of teaching* under sub-unit *2.5 Methods of teaching Mathematics: Inductive-Deductive, Specialization and Generalization, Play-way method, Analytic-synthetic method, Heuristic method, Project method, Laboratory method, activity-based method as a new pedagogy in learning material.*

b. Content related to methods of teaching mathematics to students with special needs should also be added.

c. For example: PEDAGOGY OF MIL –I paper Content related to *teaching students with language difficulty should be incorporated*.

d. In the paper S3.6 CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH EDUCATION, *unit 2: Understanding children's health needs* should include content related to *"Health needs of CWSN"* also.

o In the practicum section of the curriculum practical related to teaching students with special needs or understanding students with special needs should be included. For example: "Designing activities/materials to assess writing skills" practicum should add along as "*designing activities/materials to assess writing skills of students with learning difficulty*".

This would provide a clear and direct understanding to the student teachers with selection of methods of teaching for teaching mathematics to students in inclusive setting.

3. In the internship programme as well lesson plans with special focus on Inclusive teaching practices, IEP and UDL should be included. There should be lesson plans specifically for Inclusive classroom so as to provide the students an understanding of how to deliver content and teach in an Inclusive setting.

o During the internship programme as well activities given in the curriculum such as "*Case study of learners (in the light of understanding developed from various papers studied during Sem-1 & 2")* should be made more specific such as "*Case study of a gifted learner or case study of a student with learning with learning difficulty or any other disability.*"

o In the internship activities "*Development of useful Teaching-Learning Materials (TLMs)"* should be extended to "*Development of useful and interactive Teaching-Learning Materials (TLMs) for students with special needs*"

This would generate more sensitivity among the student teachers as they should be aware of the background of the students with special needs during their internship period also. So that, to be able to understand and make adjustments in the curriculum later as per their needs without changing the main content of the given course.

B. Making Adaptations in the Infrastructure

Inclusion at its earliest form depends on a suitable infrastructure of any institution. To provide accessibility to the students with special needs adaptations in the infrastructure is the most important. As per the NCFTE 2009 and accessibility guideline of NCTE 2022, it is recommended to make the teacher-education institutions more inclusive, more accessible to students who are in need. An Inclusive infrastructural environment is suitable for both the students with special needs and students without any special needs.

From the findings of the study also it has been found that improvements are required at the infrastructural level in the teacher education institutions.

- **Inter-building connectivity**
1. From the findings of the study it is evident that the intra-campus mobility in the teacher education institutions was not very comfortable for students with special needs.
2. Inside the campus the inter-building connectivity should be improved as per the requirements of students with special needs. Ramps for the inter-building connectivity inside the campus should strengthen.
   For example: From one building to the other mobility should be barrier-free. Ramps and smooth surface of ground should be maintained.

- **Toilet-facilities for CWSN**
1. Most importantly toilet facilities for the students with special needs should be modified and adopted. At least one toilet for students with disability should be made in every DIET irrespective of enrollment of students.
2. Spacious and customised doors and toilet seats should be made available for CWSNs in DIETs.

- **Classroom Arrangements**
1. In cases where lift facility or ramp facility could not be made, all the labs and classrooms should be preferably set-up in the ground floor where it should be accessible to everyone.
2. Sitting arrangements spacious and space for teachers' movement should be available.
3. Blackboard/whiteboard placement should at the eye length of students.

4. Customised desk benches to accommodate students with special needs should be available.

- **ICT facilities**

1. Use of ICT facilities, availability of projectors in classrooms should be made available.

2. For blind students Braille scripts and teachers trained in teaching Braille should be made available.

3. The findings also revealed that assistive technologies for addressing students with special needs were not widely accessible in teacher education institutes. According to NCTE guideline 2022, it is necessary to develop ICT facilities and ICT skills for students with special needs in teacher-education institutions.

4. Including classroom infrastructural adaptations to modifying the other facilities such as library facility, recreational facilities, and basic needs such as water toilet facilities in the TEIs should be designed to meet the requirements of students with special needs making it more inclusive.

A teacher education institution that is suitably constructed will make it easier for students with special needs to participate in the programme as student teachers and eventually as instructors in schools. If students were provided with the appropriate environment to study in while attending teacher education institutes, they would be able to provide an additional powerful dimension of inclusion to the educational system. Throughout the process of constructing the infrastructure for an inclusive environment, RPWD guidelines should be kept in mind and taken into account.

C. Understanding Concept of Inclusive Education

One major aspect of developing an Inclusive teacher education programme is to have teachers who hold a clear understanding towards Inclusive Education. Aljudaya (2021) have reinforced that positive perception of the teachers contributes towards the academic achievement of the students. Understanding and developing the perception of the stakeholders such as student teachers and the teacher educators who are involved primarily in the teacher education programme is crucial.

From the analysis of the findings student teachers and teacher educators understanding towards Inclusive Education have found to be selective. In some of the cases the student teachers and teacher educators were clear with the conceptual understanding of the concept of Inclusive Education but they hold a less positive

attitude towards teaching students with mild and severe disability in an Inclusive classroom.

1. The findings of the study stated that the major concern of the student teachers and teacher educators is regarding developing TLMs for an Inclusive classroom. Therefore, Practical workshops should be organized often in the teacher education institutions on the current syllabus and training should be given on developing TLM on papers such as Proficiency in English-I, Pedagogy of Mathematics-I and Work and Education etc.

2. It has been observed from the findings that the respondents were holding a positive perception towards social inclusion but when it comes to including students with mild disability they were found to be reluctant. Later it has been revealed from the discussion that they lack in teaching skills and time management skills for incorporating students with special needs in their classrooms.

3. Therefore, while preparing student teachers for elementary level it should be kept into consideration to develop their understanding towards Inclusive Education. So, that they could be prepared to teach students from diverse backgrounds. The training programme should include components such as visiting inclusive schools, working with special educators, working with counselors and therapists and hands on practice on developing teaching-learning material for inclusive classroom. It has also been highlighted in the National Education Policy 2020 under section 6.5.

4. Previous literature had also supported that experience and training in inclusive settings is very necessary as it promotes understanding of the teachers towards Inclusive Education.

D. Understanding Classroom Management

Inclusive Education is in simple terms a classroom where students of diverse abilities are present at the same time. Successful implementation of Inclusive Education is to have such teachers, who are be able to cater to the needs of such diverse classroom, understanding the needs of students, understanding their strength and weaknesses and designing a classroom management strategy accordingly.

1. The findings of this study stated that the student teachers and teacher educators were concerned regarding managing an Inclusive classroom. Therefore, training on classroom management, sitting arrangements, adopting TLMs, engaging students with behavioural issues should be given to the student teachers to empower them..

2. Practical workshops on managing an inclusive lesson plan within the given class time should be given to the student teachers to develop their confidence in teaching students in an Inclusive classroom.

3. For example, student teachers should be given chance to teach students with special needs during the training programme. So, that they would gain some practical experience of it.

4. Encourage students via interaction sessions and field visits to special school to develop their confidence in teaching students with severe disability as well.

E. Practicing Managing Behaviour

Another very important aspect of elementary teacher training programme for Inclusive Education is preparing the student teachers to manage the behavioral aspects of students in an inclusive classroom setting. The findings of the study have revealed that problems such as bullying and attention seeking could be a significant behavioural issue in inclusive classroom.

Therefore, student teachers should be trained to modify and improve the behavioural problems of students in classroom situations.

1. For example, student teachers should be taught arrange groups for group learning to address the problems faced by slow learners. They should be allowed to be in a group with average or gifted learners along with similar peers, where they would be able to learn together.

2. Student teachers and teacher educators should be given hands-on training and field-experience in Inclusive schooling on dealing with students with language difficulty, behavioural issues, physical disability, gifted learners and all the students in an IC.

F. Adopting Pedagogy for Inclusive Classroom

From the findings of the study one major concern had emerged is adopting suitable and appropriate method of teaching for students with special needs or for students in inclusive classroom. Therefore, in the teacher education programme at elementary level student teachers should be given practical assignments for developing IEPs for an inclusive classroom apart from learning the theoretical concept of it.

1. **Physical Disability**
   o Student teachers should be trained in using IEP, UDL, ICT enabled teaching, brainstorming and story-telling as method of teaching for students with physical disabilities.
   o Training should consider subject-wise appropriate adoption of the teaching methods.

2. **Intellectual Disabilities**
   o Orientation on adopting activity based teaching, project method, peer teaching and collaborative teaching as per the intellectual capacity of students.
   o Hands-on experience on devising skill for use of small-step teaching method.
   o Slow learners as well as gifted learners should also be taught using experiential learning, Collaborative teaching, Project method and IEP.

3. **Mental Behaviour or Mental Illness**
   o Orientation should be given to use game based teaching method of to teach for example students with ADHD or students with learning disability.
   o Engaging students in outdoor activities for teaching significant concepts.
   o For teaching students with behavioural issues yoga, mindfulness and teaching in small steps could be adopted as a method of teaching.

4. **Chronic Neurological and Blood Disorder**
   o Training should be given to the student teachers and teacher educators on adopting Yoga and Experiential teaching and inclusive pedagogy to teach students with thalassemia or sickle cell disease.

o Exercise on using cooperative learning and peer learning as a teaching method for students with neurological disorders in an IC.

5. Multiple Disabilities

o During the internship students should be advised to use IEP, UDL, peer teaching, play way method and learning by doing as a teaching method as suitable in the subjects.

6. Socio-economically disadvantaged

o For promoting social inclusion cooperative learning, group learning, peer teaching and team teaching should be adopted as a method of teaching.

G. Realizing the Role of Administration in TEIs

For successful integration of Inclusive Education in the teacher education programmes the contribution of the administration is very essential. The findings of this study also reinstated on the importance of active administration for implementation of Inclusive Education in TEIs.

1. For example, the administration should arrange more activity based and hands-on workshops for the student teachers and teacher educators.

2. Administration should have an active feedback mechanism from the student teachers and teacher educators. Apart from it feedback should be sought from the principals and teachers of internship schools for continuous improvement of the training programme.

3. A direct and clear dialogue system between the administration and teacher and student fraternity should be there, so that any kind of issues in the implementation of Inclusive education in the DIETs could be addressed easily.

4. Administration should provide professional freedom to teachers to work in an Inclusive classroom.

5. Organise collaborative work with special schools and professionals like, speech therapist, Braille experts, sign language experts and counselors etc.

6. The administration should provide incentives of different kinds to the student teachers and teacher educators for managing an Inclusive classroom.

7. Facility for appreciation should be there from the administration side to acknowledge the efforts of teachers to boost their confidence.

Table No. 4.5.1: Suggestive Framework for Integration of Inclusive Education in Elementary Teacher Education Programme

Dimensions	Suggestive Framework
Redefining Elementary Teacher Education Curriculum	• In the theory section of the curriculum content addressing to Inclusive classroom should be added. For example: PEDAGOGY OF MIL –I paper Content related to *teaching students with language difficulty should be incorporated*. In the paper S3.6 CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH EDUCATION *unit 2: Understanding children's health needs* should include content related to *"Health needs of CWSN"*. • In the practicum section of the curriculum practical related to teaching students with special needs or understanding students with special needs should be included. For example: "Designing activities/materials to assess writing skills" practicum should add along as "*designing activities/materials to assess writing skills of students with learning difficulty*". • In the internship activities "*Development of useful Teaching-Learning Materials (TLMs)*" should be extended to "*Development of useful and interactive Teaching-Learning Materials (TLMs) for students with special needs*"
Making Adaptations in the Infrastructure	**Inter-Building connectivity** • Inside the campus the inter-building connectivity should be improved as per the requirements of students with special needs For example: Ramps between the two buildings should be made for smooth mobility inside the campus.

	Toilet Facilities
	• At least one toilet for students with disability should be made in every DIET irrespective of enrollment of students.
	Classroom Arrangement
	5. In cases where lift facility or ramp facility could not be made in first floor or second floor, all the labs and classrooms should be preferably set-up in the ground floor where it should be accessible to everyone.
	ICT Facilities
	• Desk benches in the classroom should be able to accommodate students with special needs.
	• Use of ICT facilities, availability of projectors in classrooms should be made available.
	• For blind students Braille scripts and teachers trained in teaching Braille should be made available.
	Recreational facilities, library facilities should also be restructured to suit to the needs of students with special needs.
Understanding Concept of Inclusive Education	• The student teachers and teacher educators should be given training on developing understanding about the aspects of Inclusion. • Empower the student teachers in preparing and using TLMs for diverse group of students in Inclusive Education. • Encourage students via interaction sessions and field visits to special school to develop their confidence in teaching students with severe disability as well.
Understanding Classroom Management	• Mock sessions on classroom sitting arrangements, blackboard placement should be given to the student teachers. • Provision for teaching in an inclusive classroom should be made available during the internship to train student teachers in classroom management skills.

	- Orientation should be given for understanding the students' behviour in inclusive classroom. - Practical lesson plan development activity for an inclusive classroom should be given to the student teachers. - Teacher educators during the course of teaching should develop inclusive lesson plans as well.
Practicing managing behvaiour	- Role plays should be organized to orient the student teachers to manage the behvioural issues in an inclusive classroom. For example, "*teaching in a classroom where student with hard of hearing, and language difficulty is present how would you teach poetry to them?*" - During the internship programme, student teachers should be asked to record a diary for classroom management issues which should be advised and solved by the teacher educator. For example "*if a student is very much loud during the class and creating disturbances for other student but he/she is very good at studies and completing tasks. How do we manage such students*?"
Adopting Pedagogy for Inclusive Classroom	**Physical Disability** - Student teachers should be trained in using IEP, UDL, ICT enabled teaching, brainstorming and story-telling as method of teaching for students with physical disabilities. - Training should consider subject-wise appropriate adoption of the teaching methods. **Intellectual Disabilities** - Orientation on adopting activity based teaching, project method, peer teaching and collaborative teaching as per the intellectual capacity of students. - Hands-on experience on devising skill for use of small-step teaching method. - Slow learners as well as gifted learners should also be

	taught using experiential learning, Collaborative teaching, Project method and IEP.
	Mental Behaviour or Mental Illness
	• Orientation should be given to use game based teaching method of to teach for example students with ADHD or students with learning disability.
	• Engaging students in outdoor activities for teaching significant concepts.
	• For teaching students with behavioural issues yoga, mindfulness and teaching in small steps could be adopted as a method of teaching.
	Chronic Neurological and Blood Disorder
	• Training should be given to the student teachers and teacher educators on adopting Yoga and Experiential teaching and Inclusive pedagogy to teach students with thalassemia or sickle cell disease.
	• Exercise on using cooperative learning and Peer learning as a teaching method for students with neurological disorders in an IC.
	Multiple Disabilities
	• During the internship students should be advised to use IEP, UDL, Peer teaching, play way method and learning by doing as a teaching method as suitable in the subjects.
	Socio-Economically Disadvantaged Groups
	• For promoting social inclusion cooperative learning, group learning, peer teaching and team teaching should be adopted as a method of teaching.
Realizing the Role of Administration in TEIs	For promoting more inclusive elementary teacher education programme the administration should be able to make the given provisions.
	• Administration should provide professional freedom to teachers to work in an Inclusive classroom.
	• Organise collaborative work with special schools and professionals like, speech therapist, Braille experts, sign

	language experts and counselors etc.
	• The administration should provide incentives of different kinds to the student teachers and teacher educators for managing an Inclusive classroom.
	• Facility for appreciation should be there from the administration side to acknowledge the efforts of teachers to boost their confidence.