



Course Title: Teaching Practice- Autism Spectrum Disorder I

Credit Units: 2

Course Code:

Level: UG

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
-	-	4	-	2

Course Objectives:

After completing this course

Student-teachers will be able to develop the competencies of Teaching Practice for Children with Autism Spectrum Disorder in Inclusive Schools.

Student-trainees will be able to develop the competencies of Teaching Practice for Children with Autism Spectrum Disorder in Special Schools.

Student-trainees will be able to develop the competencies of Pupil Teachers in Micro Teaching Skills.

Student Learning Outcome

Student-teachers will be able to develop skills in the application of theory to practical work situations.

Student-teachers will be able to develop conceptual understandings about teaching and learning in school environment.

Student-teachers will be able to develop skills of micro teaching and formulating simulated lesson plans for general and inclusive classroom teaching.

Student-teachers will be able to validate the theoretical understandings developed through various foundation and pedagogy courses.

Student-teachers will be able to acquire self-sufficiency in exploring the classroom as a learning site.

Course Contents/Syllabus:

Description / topics	Weightage (%)
MODULE I : Classroom observation (Autism Spectrum Disorder)	50
Class room observation of all subjects at different level, minimum 50 school periods in special schools	
MODULE II : Lesson Planning and Teaching (Special School/Inclusive Set up)	35
1. Lesson Planning for subject selected for CWASD in Special School/Inclusive Set up - 10 lessons	
2. Lesson Planning focusing on adaptation for CWASD in Inclusive Set up - 10 lessons	
MODULE III : Micro Teaching	15
1. Micro teaching & simulated lessons on selected subjects for special school / inclusive set up (5 lessons)	
2. Micro teaching & simulated lessons with Children with ASD (5 lessons)	

Pedagogy for Course Delivery:

Demonstration

Teaching Practice

Case Work



Lab/ Practicals details, if applicable:

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
N.A	40	60

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	
Weightage (%)	-	-	-	-

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)	Field Interaction	Practical Record	Viva Voce	Attendance	Project Report	Student Learning Outcomes	Viva Voce
Weightage (%)	15	10	10	05	20	20	20

Essential Readings

- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques, Macmillan Publication, New Delhi.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Chambers, P. (2010). *Teaching Mathematics*, Sage Publication, New Delhi.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books