



List of Revised Courses

Department : Education

Program Name : B.Ed. Special Education Hearing Impairment (HI)

Academic Year : 2019-21

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	A1	Human Growth & Development
2.	A2	Contemporary India & Education
3.	B1	Introduction to Sensory Disabilities
4.	B2	Introduction to Neuro Developmental Disabilities
5.	B3	Introduction to Locomotor & Multiple Disabilities
6.	HIC1	Assessment and Identification of Needs
7.	E1	Practical :Cross Disability and Inclusion
8.	A3	Learning ,Teaching and Assessment
9.	A4 S	Science
10.	A4 SS	Social Science
11.	A4 M	Mathematics
12.	A5 H	Hindi
13.	A5 E	English
14.	B4	Inclusive Education
15.	HIC2	Curriculum Designing, Adaptation and Evaluation
16.	E2	Practical :Disability Specialization
17.	HIC3	Educational Intervention and Teaching Strategies
18.	HIC4	Technology and Disability
19.	HIC5	Psycho Social and Family Issues
20.	D1	Reading and Reflection on Text (EPC)
21.	E3	Practical :Disability Specialization
22.	F1	Main Disability Special School (related to area C)
23.	A6	Basic Research & Basic Statistic
24.	B5	(a)Community Based Rehabilitation (b) Application of ICT in Classroom
25.	B6	(a)Communication Option :Oralism (b)Management of Learning Disability
26.	D2	Drama and Art in Education

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27.	E4	Practical Cross Disability and Inclusion
28.	F2	Other Disability Special School
29.	F3	Inclusive School



Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2019-20

School : School of Studies of Education

Department : Education

Date and Time : July 14, 2019 - 03:00 PM

Venue : DoE, GGV, Bilaspur

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. Special Education Hearing Impairment (HI) (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Dr. R.N. Sharma, (External Expert Member BoS, faculty of education, BHU, UP)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting

The syllabus for B. Ed. Special Education Hearing Impairment (HI) was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for B. Ed. Special Education Hearing Impairment (HI) is approved by the BoS.

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clientele. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2019-20.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD



Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER - I							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability & Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group -C Disability Specialization Courses	Assessment and Identification of Needs	HIC1	4	100	50	30	70
Group -E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
TOTAL			20	500	250	185	315
SEMESTER - II							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science	A4 S	4	100	50	30	70
	Social Science	A4 SS					
	Mathematics	A4 M					
Pedagogy of Teaching (any one) Hindi	A5 H	4	100	50	30	70	
English	A5 E						
Group-B Cross Disability & Inclusion	Inclusive Education	B4	2	50	25	15	35
Group -C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	HIC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
TOTAL			20	500	250	185	315
SEMESTER - III							



GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group -C Disability Specialization Courses	Educational Intervention and Teaching Strategies	HIC3	4	100	50	30	70
	Technology and Disability	HIC4	4	100	50	30	70
	Psycho Social and Family Issues	HIC5	2	50	25	15	35
Group -D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group -F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175
SEMESTER -IV							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core courses	Basic Research & Basic Statistic	A6	2	50	25	15	35
Group-B Cross Disability & Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom	B5	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability	B6	2	50	25	15	35
Group -D EPC	Drama and Art in Education	D2	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group -F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			80	2000	1000	1125	875

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Scheme and Syllabus



COURSE A1: HUMAN GROWTH & DEVELOPMENT

COURSE OBJECTIVES

MARKS: 100 | CREDITS:04 | 4 Hrs./wk

After studying this course the student-teacher will be able to:

- Explain the process of development with special focus on infancy childhood and adolescence.
- critically analyze developmental variations among children.
- comprehend adolescence as a period of transition and threshold of adulthood.
- analyze different factors influencing child development.

UNIT I: Approaches to Human Development

- Concept and definition of development, Difference between growth and development.
- ~~Characteristics of development: Lifelong, multidimensional, multidirectional, plastic, contextual, studied by a number of disciplines, and involves growth, maintenance & regulation.~~
- Nature of development: (a) ~~Biological, cognitive and socio-emotional processes;~~ (b) ~~Periods of development;~~ (c) ~~Age and happiness;~~ (d) ~~Conceptions of age (chronological age, biological age, psychological age & social age);~~ (e) ~~Development issues (Nature & nurture, Continuity & discontinuity, Stability & change);~~
- Principles of development, Factors influencing development.
- Domains of development: Physical, psycho-social, cognitive and linguistic development.

UNIT II: The Early Year (Birth to Eight Years)

- Prenatal (*Conception to birth*): Concept, Periods (zygote, embryo & fetus) and Environmental influences on prenatal development, screening the newborn-APGAR score.
- Infancy (*Birth to 18/24 months*): Concept, Characteristics, Adjustment and hazards during infancy, Physical development, psycho-social development, cognitive development and linguistic development.
- Early childhood (*Infancy to 5-6 years*): Concept, Characteristics, Hazards during early childhood, Physical development, psycho-social development, cognitive development and linguistic development, Factors influencing the child's personality.
- Middle & late childhood (*6 to 11 years*): Concept, Physical development, motor development, cognitive development and social development.
- ~~Role of play in enhancing development~~

UNIT III: Adolescence (from 10-12 years to 18-22 years)

- Concept, stages (early, middle & late), physical development (males & females), cognitive development and social development.
- Challenges of adolescence: Morphological/developmental, psychological, social and educational challenges.
- ~~Issues related to puberty in males and females.~~
- Gender and Development
- Environmental influences (social, cultural, political) on the adolescents.

UNIT IV: Adulthood (from 20s to death)

- Concept, stages (early, middle & late), Ageing in women (Physical, psychological & social challenges).
- Early adulthood (*20 to 40 years*): Concept, characteristics, ageing & challenges of early adulthood.
- Middle adulthood (*40 to 60 years*): Concept, characteristics, ageing & challenges of middle adulthood.
- Late adulthood (*60 to death*): Concept, characteristics, ageing & challenges of late adulthood.
- ~~Emerging roles & responsibilities, Life skills & independent living, Career choices.~~

UNIT V: Theoretical Approaches to Development

- Cognitive & social-cognitive theories (Piaget, Bruner, Bandura, Vygotsky)
- Psychosocial Theory (Erikson)
- Psychoanalytic Theory (Freud)
- Ecological Theory (Bronfenbrenner)
- Holistic Theory of Development (Steiner)


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Engagement with the field as part of course as indicated below

Hand on Experience

- Observe Children in Various setting and identify milestone achieved.
 - Seminar on Human development
 - Writing journal for reflection and case study
-

Suggested Readings:

- Berk,L.E.(200) *Human Development. Tata McGraw Hill Company, New York*
Brisban,E.H.(2004) *The Developing child ,McGraw Hill USA*
Cobb,N.J.(2001) *The child infants, children and adolescent. Mayfield Publishing Company <New York*
Hurlocl,E.B.(2005) *Child growth and development Tata McGraw Hill Company, New York.*
Hurloc ,E.B.(2006) *Developmental Psychology-A life span approach. Tata McGraw Hill Company, New York*
Meece,J.S.&EcclesJ.L(EDS)(2010) *Handbook of Research on Schools,Schooling and Human Development New York*
Mittal,S.(2006) *Child development-Experimental psychology. Isha book Delhi.*
Nisha,M(2006). *Introduction to child development Isha book, Delhi.*
Singh A.K. *SikshamanovigyaanMotilal Publication Varanasi*
Santrock J.W.(2007) *Adolescence,Tata McGraw Hill Publishing Company New Delhi*
Santrock J.W. *Child Development.Tata McGraw hill publishing company New Delhi*

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PAPER A2: CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES

MARKS: 100 | CREDITS:04 | 4 Hrs./wk

After completing this course the student-teachers will be able to

- Explain the history, nature and process and philosophy of education
- Analyze the role of Educational System in the context of Modern Ethos
- Understand the concept of diversity
- Develop an understanding of the trends, issue and challenges faced by the contemporary Indian Education in global context

UNIT I: Philosophical Foundation of Education

- Education: Concept, definition and scope.
- Agencies of Education: School, Family, community and media
- Philosophies of Education: Idealism, Naturalism, Pragmatism, Realism.
- Classical Indian Perspective: Vedanta Jainism, Buddhism.
- Indian Philosophers: Vivekanand, Tagore, Gandhi, Aurobindo.

UNIT II: Understanding Diversity

- Concept of Diversity
- Types of Diversity: Gender, linguistic, cultural, socio-economic and disability.
- Diversity in Learning and Play.
- Addressing divers learning needs of CWSN.
- Learning Styles.

UNIT III: Contemporary Issues and Concerns

- Universalization of Education: Provision, Enrolment, Retention, Participation, Achievement.
- Universalization of Elementary and Secondary Education: Problems and Issues.
- Issues of Quality and Equity: Physical, economic, social, cultural and linguistic, particularly w.r.t. girl child, weaker section and disabled.
- Equal Educational opportunity (i) Meaning of equality & constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- Inequality in schooling: Public –private Schools, Rural–urban schools, Single teacher school.

UNIT IV: Issues and Trends in Education

- **Challenges of education from preschool to senior secondary**
- **Inclusive education as a right based model**
- **Complementarily of inclusive and special school**
- **Language issues in education**

Community participation and community based education

UNIT V: Education Commission and policy (School Education)

- Preamble of the Constitution of India.
- Constitutional provision: Equality, Liberty, secularism & social justice.
- National Commissions & Policies: Kothari Commission (1964), NPE (1986), POA (1992), NCF (2005), National Policy for Persons with Disabilities (2006)
- National Act: RCI Act (1992); PWD Act (1995); NT Act (1999).
- Incheon strategies (2012), Millennium Developmental Goals (2015).

UNIT V: Issues and Trends in Education

- ~~Challenges of education from preschool to senior secondary~~
- ~~Inclusive education as a right based model~~
- ~~Complementarily of inclusive and special school~~
- ~~Language issues in education~~
- ~~Community participation and community based education~~

Some suggested Activities on contemporary issues

Comparative study of different setting


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PAPER -A 3: LEARNING, TEACHING AND ASSESSMENT

COURSE OBJECTIVES

MARKS: 100 | CREDITS:04 | 4 Hrs./4wk

After completing this course the student-teachers will be able to

- Comprehend the theories of learning and Intelligence and their applications for teaching children
- Analyze the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Situating self in the teaching learning process
- Analyze the Scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

UNIT I: Human Learning and Intelligence

- Human Learning: Meaning, definition and concept.
- Learning theories: Behaviourism-Pavlov, Thorndike, Skinner, Cognitivism: Piaget, Social Constructivism :Bandura
- Intelligence: Concept and definition, Theories: two factor ,Multifactor, Tri archic (Robert Steinberg)
- Creativity: Concept and definition and Characteristics
- Implications for Classroom Teaching and Learning

UNIT II: Learning Process and Motivation

- Sensation: Definition and Sensory Process
- Attention: Definition and Affecting Factors
- Perception: Definition and types
- Memory, Thinking and Problem Solving
- Motivation: Nature, definition and Maslow's theory

UNIT III: Teaching learning Process

- Maxims of Teaching
- Stages of teaching: Plan, Implement, Evaluate, Reflect
- Stages of Learning: Acquisition, Maintenance, Generalization
- Learning Environment: Psychological and Physical
- Leadership Role of Teacher in classroom ,School and community

UNIT IV: Overview of Assessment and school System

- Assessment: Conventional meaning and Constructivist perspective
- Assessment of Learning and Assessment for learning: Meaning and Difference
- Comparing and contrasting assessment, evaluation, measurement, test and examination
- Formative and Summative evaluation, Curriculum based Measurement
- Revisiting key concepts in school evaluation: filtering learners marks ,credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

UNIT V: Assessment: Strategies and Practices

- Strategies:(Oral,written,portfolio,observation,project,presentation,groupdiscussion,group discussion, open book test, surprise test, untimed test ,team test records of learning) Meaning and procedure
- Typology and level of assessment items: Multiple choice , Open-ended and Close ended ,Direct, Indirect ,Inferential Level
- Analysis, Reporting, interpretation, Documentation ,Feedback and pedagogic decision
- Assessment of Diverse Learners: Exemptions, Concessions, adaptation and accommodations
- School Examination: Efforts for Exam reforms: Comprehensive and Continuous evaluations(CCE)NCF (2005)

Engagement with the field as part of course as indicated Below:

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COURSE E 3:PRACTICAL DISABILITY SPECIALISATION#

MARKS: 100 CREDITS: 4 8 Hrs./wk						
Sl. No	Tasks	Educational settings	Specific activities	Hrs	Marks	submission
1	Aural intervention	Institute / Clinic	Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) A. Linking Ling's 6 Sound test B. Selecting modality of training (Auditory, Speech reading, combination) C. Selecting method of Communication (Oral vs Manual)	10	15	
2	Speech intervention	Institute / Clinic	Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	10	15	
3	Learning and practicing ISL	Institute / Clinic/ ISL center	To learn and practice Basic school / vocabulary, Common, phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	30	20	
				50	50	

Area E3- Practical Disability Specialization (Part C) # Marks-50

SL.NO	Tasks for the student teachers	Disability focus	Education setting	No of lessons
1.2	a. Lesson planning and execution on different levels for all subjects/ selected subjects	Major Disability	Special school/resource room	30 lessons
1.3	Individualised Teaching lessons on selected subjects	Major Disability	Special school/resource room	5 IEPs
1.4	Lesson planning	Any Disability	Inclusive school	10


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COURSE D3A6 :BASIC RESEARCH AND BASIC STATISTICS

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

After completing the course the student-teachers will be able to –

- Describe the concept and relevance of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting a research.
- Apply suitable measures for data organization and analysis.

Unit 1: Introduction to Research

- 1.1 Scientific Method: Concept and Basic postulates.
- 1.2 Research: Definition and Characteristics.
- 1.3 Educational Research: Definition and Nature
- 1.4 Purpose of Educational Research
- 1.5 Research in Education and Special Education

Unit 2: Types and Process of Research

- 2.1 Types of Research
 - Basic/Fundamental
 - Applied
 - Action
- 2.2 Process of Research
 - Selection of Problem
 - Formulation of Hypothesis
 - Collection of Data
 - Analysis of Data & Conclusion
- 2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 2.4 Action Research in Teaching Learning Environment
- 2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

- 3.1 Scale of measurement: Nominal, Ordinal, Interval and Ratio.
- 3.2 Organization of data: Array, Grouped distribution.
- 3.3 Measures of Central Tendency (Mean, Median and Mode) and Measures of Dispersion (Standard deviation and Quartile deviation)
- 3.4 Correlation: Product Moment and Rank Order Correlation
- 3.5 Graphic representation of data

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

MODE OF TRANSACTION: Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.