

supervisor, and will evaluate his/her Teaching I: Teaching of Subject-I and Subject-II(40 Marks for each Subject). Teaching II: Teaching of Subject-I and Subject-II (60 Marks for each Subject), in which two lessons one from each will be observed and evaluated by a panel of teachers towards the end of the Internship programme.

---

## **COURSE EDBDTT1: SCHOOL MANAGEMENT AND LEADERSHIP**

---

### **COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

**B.Ed. Fourth Semester students will be able to –**

- CO 1.** Explain the meaning, nature and concept of school leadership in a school complex.
  - CO 2.** Classify the human and material resources in the given school.
  - CO 3.** Compare the different types of school management i.e. CBSC and State Board schools.
  - CO 4.** Summarize the the role, duties, personal and professional qualities of school principals and teacher.
  - CO 5.** Plan the steps of decision making in the given situation
  - CO 6.** Compare the leadership styles of given school principals.
  - CO 7.** Implement the theories of school leader in given situation.
  - CO 8.** Implement distributed leadership in given situation.
  - CO 9.** Explain the meaning, nature and concept of financial management in schools.
  - CO 10.** Implement financial management process in their preparation of an annual budget.
- 

### **UNIT I: SCHOOL MANAGEMENT AND DECISION MAKING**

- Concept of Management; functions of management-planning, organizing, coordinating, staffing, directing, and controlling.
- Managing Time-school timetable; types, needs, and importance.
- Steps and types of the decision-making process.
- Need and importance of democratic decision-making.

### **UNIT II: FINANCIAL MANAGEMENT IN SCHOOLS**

- What is financial management and why is it important for schools?
- Financial Management Act 1999
- School Funding: Agencies and sources
- Financial record keeping: its need and importance
- Financial planning, Distribution and Evaluation

### **UNIT III: ORGANISATIONAL COMMUNICATION**

- Meaning, component, and concept of organizational communication and participants involved in the school management process.
- Importance of communication; essentials of effective communication for school managers and teachers.
- Models of communication
- Barriers of communication

### **UNIT III: LEADERSHIP IN EDUCATIONAL ORGANIZATION**

- Meaning, concept and nature of leadership.
- Different styles of leadership.
- Teacher as a leader, innovator and social change agent.
- Leadership roles, duties and personal and professional qualities of head master and school teacher.
- Encouraging the distribution of leadership in the school management process.

## **COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Identifying leadership qualities through inventories
  - Designing an effective school time-table and academic calendar in a given situation
  - Developing fund planning and infrastructure development for a school building
  - Observation and maintain different types of registers for record maintaining
  - Organizational communication in a simulated condition on a given issue
  - Prepare the annual budget for the school.
- 

## **Suggested Readings/Learning References:**

- Agrawal J. C. (2002). *Organization and practice of modern education*, Shipra Publication, Delhi.
- Anand W. P. *General principles of management for educational planner and administrators*, Paris, UNESCO.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- Fred Luthens (1996). *Organisational Behaviour*, Tokyo, McGraw Hill, International Book Co.
- Goel, S. D. (1987). *Modern Management Techniques*, New Delhi: Deep and Deep, Publication.
- Kaushik, V., & S.R. Sharma (2004). *Education and Human Resources Development*, Anmol Publication Pvt., New Delhi.
- NIEPA (1971). *Modern Management Techniques in Educational Administration*. New Delhi: Asian Institute of Educational Planning and Administration.
- NIEPA (1986). *Educational Management in India*. NIEPA, New Delhi.
- Northhouse, P. G. (2010). *Leadership (5<sup>th</sup> Edition)*. New Delhi: Sage Publication.
- Middlehurst, R. (2012). *Leadership and management in higher education: A research perspective Maastricht school of management*. Kingston University UK.
- SeemaYadav (2005) *School Management and Pedagogics of Education*, Anmol Publication Pvt., New Delhi.
- Sharma, R. A. (2008). *Educational Administration and Management*. Meerut: R. Lall Book Depot.
- Snowden, P. & Gorton, R (2002) *School Leadership and Administration* (6<sup>th</sup> ed.) Bostan: McGra-Hill.
- OECD (2005), *Improving Financial Literacy: Analysis of Issues and Policies*, ISBN 92-64-01256-7,
- OECD (2005), *Recommendation on Principles and Good Practices for Financial Education and Awareness*, available free on the OECD Web site: [www.oecd.org/dataoecd/7/17/35108560.pdf](http://www.oecd.org/dataoecd/7/17/35108560.pdf).
- SWAYAM Course Materials: **1) Leadership And Governance In Higher Education.**

---

## **COURSE EDBDTT2: CREATING AN INCLUSIVE SCHOOL**

---

**B.Ed. Fourth Semester Students will be able to:**

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

- CO 1.** create the inclusive environment in the class and development of Inclusive Education.
  - CO 2.** critically analyze the Education Policy for Disabled Children.
  - CO 3.** create the Curriculum for differently able children
  - CO 4.** draw the Inclusive Classroom setting and teaching strategies.
  - CO 5.** evaluate the recent program for Inclusive Education.
- 

### **UNIT- I: PERSPECTIVES AND DEVELOPING ASPECTS OF INCLUSIVE EDUCATION.**

- Historical perspectives and contemporary trends of VI, HI and Intellectual disabilities.
- Viewing VI, HI, and Intellectual disabilities through Charity Model, Physical Model and Human right Model.
- Development aspects- Special Education, Integrated and Inclusive Education.
- Meaning and concept of Evaluation in inclusive setup.

### **UNIT- II: EDUCATIONAL POLICIES FOR DIFFERENTLY ABLE CHILDREN.**

- Educational Policies for differently able children- National Policy on education with disability 1968, 1986.
- Program of action (POA)- 1992
- National Policy on disabilities- 2006
- Scheme of inclusive education for the disable at secondary school (IEDSS-2009).

### **UNIT- III: CURRICULUM FOR DIFFERENTLY ABLE CHILDREN**

- Meaning and concept of curriculum.
- Curriculum in the context of different disabilities with reference- VI, HI and intellectual disabilities.
- Community based education curriculum for disable children.
- Documentation record keeping and maintenance about inclusive classroom setup.

### **UNIT- IV: INCLUSIVE CLASSROOM AND TEACHING STRATEGIES**

- Concept of inclusive Classroom with reference to- Infrastructure, Human resources; attitude of teachers.
- Classroom setting- Management for differently able children.
- Teaching Strategies- Content analysis, lesson planning and developing teaching learning materials (TLM).
- Recent trend of Evaluation- CCE Pattern

---

### **Practicum:**

Understanding classroom diversity and reporting the same.

Preparation of model to Use ICT for teaching in inclusive situation

Preparation of a diagnostic test for inclusive Classroom.

Collection of data regarding children with special needs from Municipal records.

Visit to Inclusive Schools and to observe classroom transaction of any one of such schools in Bilaspur city and make a report of the same.

Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

---

**Suggested Readings/Learning References:**

- Panda, K.C. Exceptional Children
- Bhargava, M. VishistBalak- H.P. Bhargava Book Publishers Agra.
- Pathak, K.K. Inclusive Language and communication. -S.R. Publication New Delhi.
- Shrivastava, D.N.&Shrivastava,P. Experimental Psychology, VinodPustakMandir Agra
- Report of Kothari Commission, Education and National development.MHRD New Delhi.
- MHRD Report of New Education Policy 1986 New Delhi.
- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content

## **COURSE EDBDTT3: GENDER, SCHOOL AND SOCIETY**

### **COURSE OUTCOMES**

<b>MARKS: 50</b>	<b>CREDITS: 2</b>	<b>3 Hrs./wk</b>
------------------	-------------------	------------------

#### **B.Ed. Fourth Semester students will be able to:**

- CO 1.** differentiate the sex and gender.
  - CO 2.** interpret the concept of Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping etc. in the current situation.
  - CO 3.** critique the concept history, and theories of feminism in the present context.
  - CO 4.** critique the concept, history, and theories of masculinity in the present context.
  - CO 5.** check awareness about violence against women in the given situation.
  - CO 6.** comparing inequality based on gender in the curriculum, textbooks, classroom, and management of the school,
  - CO 7.** plan gender-inclusive classroom teaching strategy.
  - CO 8.** implement learned strategies to remove the gender inequality and violence against women in the given context.
- 

### **UNIT I: GENDER: KEY CONCEPTS**

- Difference between Sex and Gender
- Social construction of Gender, gender socialization and Gender Roles.
- Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping, and its consequences.

### **UNIT II: GENDER AND SCHOOL**

- Gender bias in the school (enrolment, attitudes, etc.)
- Gender Issues in School (Sexual Abuse, Sexual Harassment etc.)
- Gender issues in curriculum, textbooks, classroom and management of the school.
- Creating Gender Inclusive Classroom.

### **UNIT III: GENDER AND SOCIETY**

- Construction of Gender Role (by Family, Religion, Culture, Media etc.)
- Women in India (Ancient, Vedic, Post Vedic, Medieval and Present India)
- Feminism: Concept, meaning, History and theories
- Masculinity: Concept, meaning, History and Theories

### **UNIT IV: SEXUALITY AND POWER**

- Sexuality: meaning, its relation with power
  - Violence against women: Empirical Examples, Impact on the Lives of Women
  - Strategies for Change: Policy and management in the school, Women's action groups and Mass media.
  - Laws related to women, National women commission and other national and international agencies related to women.
-

### **COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Visit to institution working for women/Visit to online website of NCW and prepare a report on it.
  - Where gender discrimination is: an analytical study of a village.
  - Gender issues in school education – case studies
  - Develop an awareness programme related to gender issues
  - Analysis of a particular film/advertisement/ newspaper with respect to representation of masculinity or femininity.
  - Responding to various forms of gender discrimination
  - Writing a report of growth of boys and girls of a village
  - Develop a programme for women empowerment in the context of Indian society
- 

**MODE OF TRANSACTION:** Lecture, Observation, field visit, a virtual visit to website, individual and group presentation, video lecture, and use of social media app.

---

### **Suggested Readings and Online Resources:**

- Bandyopadhyay, M. & Subrahmanian, R. (April 2008). Gender equity in education: a review of trends and factors. Create Pathways to Access: research monograph no. 18. New Delhi: NUEPA.
  - Bhattacharjee, N. Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
  - Ghai, A. Gender and Inclusive education at all levels In VedPrakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after. NUEPA: New Delhi
  - Govinda, R. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, NUEPA, New Delhi.
  - Jain, S. (2003). Gender equality in education Community based initiative in India. *Background Paper for the EFA Monitoring Report, 2003-04*. Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/28, Paris: UNESCO.
  - Jeffery, P. et al Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.
  - Kamla, B. (2004) *Exploring Masculinity*. New Delhi: Raj Press.
  - Kamla, B. (2003). *Understanding Gender*. New Delhi: Raj Press.
  - Kumkum, R. (2010). *The power of gender & the gender of power*. New Delhi: Oxford University Press.
  - Mehrotra, D.P., (2012). India: Sexism and Patriarchy in the Textbooks, Good Girls are submissive and subsidiary Thursday 22 November 2012, South Asia Citizen's Web.
  - NCERT [National Council of Educational Research and Training]. (2006): Gender in Education. National Focus Group. Position paper New Delhi: NCERT.
  - Ramachandran, V. (2003) Gender Equality in Education in India. *Background Paper for the EFA Monitoring Report, 2003-04*: gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/59, Paris: UNESCO.
  - Ramachandran, V. (2009). Education for All Mid Decade Assessment Towards Gender Equality in Education. New Delhi: NUEPA.
  - Wilson, D. (2003). Human rights: promoting gender equality in and through education.
-

- *Background Paper for the EFA Monitoring Report, 2003-04.* Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/78, Paris: UNESCO.
  - WWW- As per required websites for concern topic.
  - U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
  - Books- As per standard of content
  - Swayam ARPIT course material on Gender/Women Studies (Developed by Prof. Anisur Rahman, HRDC, Jamia Milia Islamia University, New Delhi)
  - WWW- As per required websites for concern topic.
  - YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points
-



## **COURSE EDBDTD1: PEACE EDUCATION**

### **COURSE OUTCOMES**

MARKS: 50	CREDITS: 2	3
-----------	------------	---

#### **B.Ed. Forth Semester students will be able to:**

- CO 1.** Explain the concept and ideas of various philosopher on peace education.
  - CO 2.** Recognize the relevance of peace education for humanity and to individual, national, and international development.
  - CO 3.** Execute various methods in order to establish peace in and around the educational institution.
  - CO 4.** Apply sustainable development through peace.
  - CO 5.** Implement democratic values and human values in their day to day practices
- 

### **UNIT I: INTRODUCTION TO PEACE EDUCATION**

- Peace Education-concept, Need in school education,
- Various philosophers on peace education: Vivekananda, Rabindranath Tagore, M.K.Gandhi, Aurobindo, J. Krishnamurthy

### **UNIT II: GLOBAL CONCERNS FOR PEACE**

- Challenges to peace and peace process in present scenario
- Socio-Psycho-Eco-Cultural causes, affects, and control of war and violence
- Role of UNO(UNESCO) in peace education and peace keeping around the world
- Indian contribution for establishing international peace

### **UNIT III: METHODOLOGY OF PEACE EDUCATION**

- Peace education at school level-
- Teacher's role in classroom
- Methods of teaching for peace education
- Learning of peace through activities
- Learning conflict resolution skills

### **UNIT IV: EDUCATION FOR PEACE**

- In the context of avoiding violent behavior and developing culture of peace in the society the education for-
  - Sustainable development, Human rights
  - Disarmament, knowledge-attitude-skills of peace
  - Environment, Cross-cultural perspectives
  - Democracy, Human values
- 

### **COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- A group presentation on thoughts of peace education of various thinkers other than mentioned in syllabus
- Critical analysis of NCF 2005 in the context of peace education and presentation
- Preparing curriculum and content plan for effective initiation for promoting peace
- Designing co-curriculum for promoting peace initiatives
- Textbook analysis of different subjects for promoting education for peace

---

**Suggested Readings/Learning References:**

- UpadhyayPratibha. Education for Peace Utopia or Reality, KalpzPublication
- Sharma,Premala Modern Methods of Education For International Understanding, Swarup Sons, New Delhi.
- NCERT, Education For Peace ,National Focus group’s paper, first edition 2006,NCERT,New Delhi.
- NCERT, Training Course on Peace Education for Teachers, Department of Educational Psychology and foundation of Education ,NCERT, New Delhi,
- CBSE, Value Education A Handbook For Teachers, CBSE, Delhi.
- SarojPanday, Peace Education Self Instructional Package for Teacher Educators, NCERT New Delhi..
- NCERT, (2005). Focus Group Report’ Teaching of Science NCERT New Delhi.
- NCERT, (2006). National Curriculum Framework- 2005, NCERT. New Delhi.
- Dr. B.R. Ambedkar, Bhagwan Buddha and his Dhammas, BAIAE, Japan, Digital Publication.
- Ambedkar,B. Bhagwan Budhaa our Unaka Dhamma, Dr. Babasaheb Ambedkar Intrenational Association, JapanPublication
- WWW- As per required websites for concern topic
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content

## **COURSE EDBDTD2: VOCATIONAL & WORK EDUCATION**

### **COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

#### **B.Ed. fourth semester students will be able to:**

- CO 1.** Critically analyze the vocational and work education.
  - CO 2.** Inculcate habits of Carrying out vocational assessment and make vocational education plan.
  - CO 3.** Acquire the concept of independent living and empowerment.
  - CO 4.** Critically reflect upon various issues regarding curriculum and policies on vocational and Work Education at school education
- 

### **UNIT-I: WORK EXPERIENCE IN SCHOOL**

- Role of Work experience in school education: Working habits, Relating work habits with personality development and Social needs in the context of Modern India,
- Socially Useful Productive Work—concept and need

### **UNIT-II: WORK AND VOCATIONAL EDUCATION**

- Work Education and Vocational Education: concept and objectives; Historical perspective; Vocational Education vs. Vocational Training;
- System of Work Education and Vocational Education at different levels; current structure of vocational education

### **UNIT-III: CURRICULAR ISSUES**

- Work education: implementation, curricular options and management in schools; Issues of Evaluation;
- Vocational education: major challenges; National Vocational Education Qualification Framework (NVEQF)

### **UNIT-IV: POLICY INITIATIVES**

- Centrally Sponsored Scheme of “Vocationalist of Secondary and Higher Secondary Education”;
  - Place of Vocational and work Education in National Curriculum Framework 2005; *National Skill Development Initiatives*
- 

### **COURSE WORK/FIELD ENGAGEMENT&/PRACTICUM:**

- Analysis of vocational/work education curricula at any level of central/state board
  - Developing curriculum on any vocational skill.
  - Administering any vocational assessment tool.
  - Visit to any vocational Institution.
  - Critical analysis of vocational education in Indian schools in Global perspective
- 

**MODE OF TRANSACTION:** Lecture Method, Project, Discussion, School-Visit.

**Suggested Readings/Learning References:**

- DSEL, MHRD, Vocational Education, at <http://mhrd.gov.in/vocational-education-overview>
- Symbiosis Open Education Society (2011) Concept Note on Need for Vocationalisation of Education in India, at <http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>
- Central Board of Secondary Education (2004) Work Education in Schools, CBSE: New Delhi at <http://cbse.nic.in/workeducation.pdf>
- The World Bank (2006, January) Skill Development In India: The Vocational Education And Training System, Human Development Unit, South Asia Region, The World Bank, at <http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>
- UNESCO (2014) Vocational Pedagogy: what it is, why it matters and how to put it into practice: Report of the UNESCO-UNEVOC online conference, 12-26 May 2014 at <http://www.unevoc.unesco.org/go.php?q=Online+library&skin=&lang=&akt=id&st=&qs=5646&unevoc=1>
- MHRD, GOI, (2012) National Vocational Education Qualifications Framework (NVEQF), New Delhi at [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/EXECUTIVE%20ORDER\\_new.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/EXECUTIVE%20ORDER_new.pdf)
- Clarke, L and Winch, C (2008) Vocational Education: International Approaches, Developments and Systems, New York: Routledge
- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content.

---

**COURSE EDBDTD3: LEGAL EDUCATION****COURSE OUTCOMES**

<b>MARKS: 50   CREDITS: 2   3 Hrs./wk</b>
---

**The B.Ed. Fourth Semester students will be able to:**

- CO 1.** describe various offences and corresponding legal issues in the context of their expected professional life
  - CO 2.** enumerate the offences against children and women, and their consequences
  - CO 3.** enlist the measures to safeguard the rights and dignity of children and women
  - CO 4.** exemplify and analyze the legal issues related to use of media and freedom of speech
  - CO 5.** plan and generate methods to secure national integrity in and around their work place
- 

**UNIT I: PROTECTIVE ISSUES RELATED TO CHILDREN**

- Child Rights, Violation of Child Rights and Offences against children—Legal issues and Consequences,
- Abuses against children: Physical (Corporal punishment), emotional & social (child marriage, child labor, etc.): Legal issues and Consequences
- Major acts/policies related to children: RTE, reservation; Horizontal and Vertical Reservation, POCSO; characteristic features.

**UNIT II: PROTECTIVE ISSUES RELATED TO WOMEN**

- Protecting dignity and life of a Women; concept & issues
- Offence against women in workplace: Important Rights of Women (in primary context of workplace around a teacher) and their violation: Issues (particularly of indignity, discrimination, abuses) and the Consequences (in brief reference to The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013, and at least to IPC Sec. 294, 354, 509)

**UNIT III: ISSUES RELATED TO SAFETY & SECURITY OF NATIONAL INTEGRITY**

- Offences related to threatening of national integrity: various important aspects of such offences in relation to religion, region, caste, language, national security, etc.;
- Legal issues (in primary context of professional life of a teacher) and their Consequences IPC Sec. 153, 153A, 153B 295, 295 A, 298, 505

**UNIT IV: ISSUES RELATED TO EXPRESSION AND USE OF MEDIA**

- Issues of Freedom of speech and expression; Offences related to use of various media with special reference to cyber bullying/ crime
  - Legal issues (in context of professional life of a teacher and use of media for expression of thought) and their Consequences (Referring to IPC Sec. 51, 67, 469, 499, etc.)
- 

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Presentation on legal problems in educational institutes related to children, women, reservation, implementation of RTE, national integrity or use of media
  - Study on offences faced by women, Girl-child in educational context
  - Presenting a report on newspaper cuttings/online news on offences in the context of education
  - Preparing merit-list on the basis of reservation policy
  - Presentation on legal provisions of RTE
  - Presentation on the Legal issues related to Public Servants and their duties
- 

**MODE OF TRANSACTION:** lecture cum discussion, Demonstration, group activity/projects, presentation by students, flipped and blended mode learning as & when required.

### **Suggested Readings/Learning References:**

- Crime against Children at <http://ncrb.gov.in/CD-CII2012/cii-2012/Chapter%206.pdf>
- IPC and other Local & Special Laws Pertaining to Crimes Against Children at [http://mahilakalyan.up.nic.in/child/IPC\\_and\\_other\\_Local\\_n\\_Special\\_Laws.pdf](http://mahilakalyan.up.nic.in/child/IPC_and_other_Local_n_Special_Laws.pdf)
- The Protection of Children from Sexual Offences Act, 2012 at <http://pib.nic.in/newsite/PrintRelease.aspx>
- National Commission for Protection of Child Rights. Guidelines for eliminating corporal punishment in schools [http://www.ncpcr.gov.in/view\\_file.php?fid=108](http://www.ncpcr.gov.in/view_file.php?fid=108)
- Corporal Punishment: Violation of Child Rights in Schools at <http://www.legalservicesindia.com/articles/punish.htm>
- Child Rights and Law: a guidebook for legal interventions at <https://www.childlineindia.org.in/pdf/Law-Manual.pdf>
- National Commission for Women. Sexual Harassment of Women at Work Place Act 2013 at <http://ncw.nic.in/PDFFiles/SexualHarassmentofWomenatWorkPlaceAct2013.pdf>
- National Commission for Women. The Indecent Representation of Women Prohibition Act 1986 <http://ncw.nic.in/acts/TheIndecentRepresentationofWomenProhibitionAct1986.pdf>
- <http://ncw.nic.in/Acts/TheMinimumWagesAct1948.pdf>
- The Protection of Child Marriage Act at <http://ncw.nic.in/acts/pcma2006.pdf>
- critical-analysis-sexual-harassment <http://www.legalindia.com/critical-analysis-sexual-harassment-ipc/>
- Indian penal code at <http://www.childlineindia.org.in/CP-CR-Downloads/Indian%20penal%20code%201860.pdf>
- Cyber crimes and the law at <http://www.legalindia.com/cyber-crimes-and-the-law/>
- Indian penal code in hindi at <http://indiacode.nic.in/indiacodeinhindi/index.htm>
- Indian penal code at <http://www.cyberpolicebangalore.nic.in/pdf/Cyber%20law%20IPC.pdf>
- The Equal Remuneration Act, 1976 at <http://ncw.nic.in/frnReportLaws23.aspx>
- <https://nroer.gov.in/home>

## **COURSE EDBDGA1: UNDERSTANDING THE SELF**

### **COURSE OUTCOMES**

<b>MARKS: 50   CREDITS: 2   4Hrs./wk</b>
--

#### **B.Ed. Fourth Semester Students will be able to:**

- CO 1.** develop an understanding of their own ‘self’ and ‘identity’ through a critical introspection
  - CO 2.** develop an alert and sensitive personality capable of faithful rapport
  - CO 3.** explore their creative ‘self’ and develop appreciation in creative pursuance for self-development
  - CO 4.** appreciate yoga in converging body–mind–soul and in creating a fully functioning self
- 

### **WORKSHOP I: SELF AND IDENTITY**

Basic idea of Self and identity: multiple identity, discovering personal ‘self’ and understanding the ‘identity’ as a teacher reflecting upon aspirations, conflicts, strengths, weaknesses, belief system and prejudices, cultural background; Self–concept, self–esteem, self–efficacy, particularly in the role of a school teacher; fully functional self

*Suggested mode of transaction: (i) Talks (ii) Critical Reading of inspirational texts (iii) Psychological testing*

### **WORKSHOP II: UNDERSTANDING OTHERS**

Listening and observing ‘Self’: Importance for a teacher to holistically understand human nature; becoming a good listener with faithful rapport; becoming an objective observer;

*Suggested mode of transaction: (i) Video clip/discussion/Activity on listening and observation skills, (ii) intrapersonal communication, (iii) one to one interaction for understanding human nature*

### **WORKSHOP III: CREATIVE EXPRESSION AND SELF DEVELOPMENT**

Exploration and Engagement in creative Expression of ‘self’: Understanding Creativity and its importance for human mind; Discovering the creative ‘self’ within in any form of creative endeavor; Putting persistent effort for adding novelty to the chosen form of creative task;

*Suggested mode of transaction: (i) talks (ii) Critical Reading of inspirational texts (iii) Activities and reflection for creative expression*

### **WORKSHOP IV: YOGA FOR SELF DEVELOPMENT**

Yoga for integrating body, mind and soul, appreciating the philosophy of yoga and practicing yoga and other meditative techniques

*Suggested mode of transaction: (i) talks (ii) Practical exposure to yoga*

---

### **Suggested Readings/Learning References:**

- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point
-

---

**COURSE EDBDEF1: SCHOOL INTERNSHIP–II (UPPER PRIMARY TO HIGHER SECONDARY)**

---

**COURSE OUTCOMES**

**MARKS: 200 | CREDITS: 8 | 8 weeks**

**B.Ed. fourth semester students will be able to:**

- CO 1.** Critically analyze the concept of internship apart from the practice teaching.
  - CO 2.** Organize the various types of activities in internship as a member of the school
  - CO 3.** Practice Various formats to be used in the teacher training programmes.
  - CO 4.** Exhibit various skills in teaching, evaluation, remedying, administrative activities, conducting curricular activities, studying students' and solving their problems, etc.
- 

In the two-year B.Ed. Programme, internship is the professional preparation of a prospective teacher. After focusing on the teaching aspects in the third semester (for 8 weeks), the last phase of school internship here is expected to prepare the prospective teachers for a holistic participation in the school situation. This will create a situation for the prospective teachers to undertake multiple job-roles of a teacher at a time and handle all of them with efficiency and commitment. This prepares them to feel the pressure and pleasure of performing multiple roles as a teacher, to feel how their participation makes a change among the learners and, thus, to develop a respect for the noble profession. The prospective teachers are expected to participate in teaching, evaluation, administrative tasks, conducting curricular activities, preparing learning material for catering students' needs as well as in a closer understanding of students in individual or in group through undertaking case studies, action research, etc. This phase of the school internship will again be of 8 weeks duration in the schools. The details of the tasks to be undertaken by the prospective teachers are as follows:

- **Case study/individual portfolio– (25 marks)** – Prospective teachers are expected to undertake this activity and complete it within the period. They may have a close observation on a single student or a small group during this period so as to produce a case study report or/and a portfolio reflecting a holistic understanding of these students. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitize them about biological–psychological–social space of learners in which they are embedded and to enhance their self–efficacy as an effective problem solver as well as reflect upon maintaining an inclusive classroom situation and school ethos.
- **School participation– (25 marks)** – Prospective teachers are expected to participate in various school activities other than classroom teaching like the Morning assembly, conducting sessional tests, administrative works, etc. as and when allotted by the school and the teacher-in-charge.
- **Teaching and Subject assessment– (50 marks)**–Prospective teachers are expected to be able to assess comprehensively and continuously their students in both scholastic and co-scholastic dimensions of learning. This will include designing situations for diagnostic testing to assess learning and reflect upon the possible causes for it. This in turn will be an input for the remedial teaching designs as described in the preceding point. They are also expected to design the means for preparing strategies for assessing co-scholastic aspects and submit an evidence based detailed report.
- **Action research: (25 marks)**–The prospective teachers may identify some problem situation and undertake an action research to put effort to a practical solution for it. The aim is to bring the



Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitize them about biological–psychological–social space of learners in which they are embedded and to enhance their self–efficacy as an effective problem solver and as a teacher–a friend, philosopher and guide.

- **Administrative Work (attendance record/time table/ register/ stock/ exam duty, etc.)– (25 marks)** –Prospective teachers are expected to participate in the administrative functions also like a real teacher does in the school. This will include maintaining records like the attendance record, student record, registers, stock, etc. under the guidance of the school teachers. They should also participate in planning school activities through preparing different time tables and programmes. The overall experience through such participation during this phase is expected to prepare the prospective teachers for fulfilling various administrative responsibilities and inculcate leadership qualities.
- **Conducting morning assembly and CCA – (25 marks)**–Prospective teachers are expected to conduct morning assembly regularly during the period. They are expected to bring innovation to make the assembly an interesting activity for the students to participate and so to enhance student participation. They should regularly organize CCA in the school to enrich students with various art, literature and culture as a whole. They should take care to design such activities giving equal opportunity to all learners creating a multicultural ethos in the school system encouraging democratic thoughts and action. This will also include celebration of days of national or regional importance so as to acquaint the students of our vast cultural and national heritage.
- **Preparation of TLM– (25 marks)** Prospective teachers are expected to prepare at least two suitable Teaching Learning Materials, either in Hard or Soft form, on their own subject area. The materials should be justified in their use in the real situation. This may include model, working model, PPT presentation for higher level learning, Braille material, etc.

**COURSE : GENDER AND SOCIETY**

**CODE: EDBAMDT1**

MARKS:100	CREDIT:03	HRS. 2TH+1P/TU
-----------	-----------	----------------

**Examination Scheme:**

*Internal Assessments : 30 Marks (02 Formative Evaluations of 15 marks each)*

*End-semester Examination : 70 marks*

*Attendance and all other criteria remain same as per existing university rules for the undergraduate programmes.*

**COURSE OUTCOMES:**

**UG students will be able to:**

- CO 1.**interpret the concept of Gender, Gender Identity, Gender Discrimination, Gender Socialisation, Patriarchy, Gender Bias, Gender Stereotyping etc. in the current situation.
- CO 2.**Critique the gender socialization process at family and school.
- CO 3.**identify the stereotypes about girls and women prevalent in the society, media and literature;
- CO 4.**Explain the causes of gender discrimination.
- CO 5.**Discuss the issues of third gender in the society.
- CO 6.**Write the types of gender identity
- CO 7.**Critique the issues related to Access, Enrolment, Retention, Participation, and Overall Achievement.
- CO 8.**Explain the Constitutional and Legal Aspects related to Women.
- CO 9.**Plan gender-inclusive classroom teaching strategy.
- CO 10.** Plan and evaluate implementation strategies to remove the gender inequality and violence against women in the given context.

**UNIT I: KEY CONSTRUCTS IN GENDER**

- Concept of Gender, gender socialization and Gender Roles.
- Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Matriarchy, Gender Bias, Gender Stereotyping, and Gender equity and equality.

**UNIT -II SOCIAL CONSTRUCTION OF GENDER**

- Gender socialization in the family, and school, and stereotypes about girls and women prevalent in the society, media and literature.
- Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas);

**UNIT III GENDER IDENTITY AND SOCIETY**

- Gender Identity, formation of Gender Identity, factors affecting gender identity and types of Gender Identity
- Gender Concerns Related to Access, Enrolment, Retention, Participation, and Overall Achievement
- Introduction to third gender; discourse of LGBT.

**UNIT IV:CONSTITUTIONAL AND LEGAL ASPECTS RELATED TO WOMEN**

- Laws Related to Rape, Dowry, Remarriage,Divorce, Property Inheritanceand Trafficking
- The Indian Constitutional Provisions Related to Women (Constitutional Privileges)

- Legal Provisions (Human Rights and Women's Right)

## UNIT V: GENDER ISSUES AND EDUCATION

- Developing Positive Self Concept and Self Esteem among Students
- Girls as learners, and hidden curriculum (teacher attitudes, expectations and peer culture),
- Creating Gender Inclusive Classroom.

---

## COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Visit to institution working for women/Visit to online website of NCW and prepare a report on it.
- Where gender discrimination is: an analytical study of a village.
- Gender issues in school education – case studies
- Develop an awareness programme related to gender issues
- Analysis of a particular film/advertisement/ newspaper with respect to representation of boy and girl.
- Responding to various forms of gender discrimination
- Writing a report of growth of boys and girls of a village
- Develop a programme for women empowerment in the context of Indian society.

---

## MODE OF TRANSACTION:

*Lecture, Observation, field visit, a virtual visit to website, individual and group presentation, video lecture, and use of social media app.*

*Poster making, slogan writing, drama and Rangoli making activities will be also organized for it.*

## Suggested Readings and Online Resources:

---

Bandyopadhyay, M. & Subrahmanian, R. (April 2008). Gender equity in education: a review of trends and factors. Create Pathways to Access: research monograph no. 18. New Delhi: NUEPA.

Bhattacharjee, N. Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.

Ghai, A. Gender and Inclusive education at all levels In VedPrakash & K. Biswal (ed.)

Perspectives on education and development: Revising

Education commission and after. NUEPA: New Delhi

Govinda, R. Towards Gender Equality in Education: Progress and challenges in Asia Pacific Region, NUEPA, New Delhi.

Jain, S. (2003). Gender equality in education Community based initiative in India. *Background Paper for the EFA Monitoring Report, 2003-04*. Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/28, Paris: UNESCO.

Jeffery, P. et al Killing My Heart's Desire: Education and Female Autonomy in Rural India.

in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125171.

Kamla, B. (2004) *Exploring Masculinity*. New Delhi: Raj Press.

Kamla, B. (2003). *Understanding Gender*. New Delhi: Raj Press.

Kumkum, R. (2010). *The power of gender & the gender of power*. New Delhi: Oxford University Press.

Mehrotra, D.P.,(2012). India: Sexism and Patriarchy in the Textbooks, Good Girls are submissive and subsidiary Thursday 22 November 2012, South Asia Citizen's Web.

NCERT [National Council of Educational Research and Training]. (2006): Gender in Education. National Focus Group. Position paper New Delhi: NCERT.

Ramachandran, V. (2003) Gender Equality in Education in India. *Background Paper for the EFA Monitoring Report, 2003-04: gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/59*, Paris: UNESCO.

Ramachandran, V. (2009). Education for All Mid Decade Assessment Towards Gender Equality in Education. New Delhi: NUEPA.

Wilson, D. (2003). Human rights: promoting gender equality in and through education. *Background Paper for the EFA Monitoring Report, 2003-04. Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/78*, Paris: UNESCO.

- WWW- As per required websites for concern topic.

- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

Books- As per standard of content

Swayam ARPIT course material on Gender/Women Studies (Developed by Prof. Anisur Rahman, HRDC, Jamia Milia Islamia University, New Delhi) WWW- As per required websites for concern topic.

YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points

---

**COURSE: PEACE EDUCATION**

**CODE: EDBAVAT1**

---

MARKS:100 | CREDIT: 02 | HRS. 2TH+1P/TU

**Examination Scheme:**

*Internal Assessments: 30 Marks (02 Formative Evaluations of 15 marks each)*

*End-semester Examination: 70 marks*

*Attendance and all other criteria remain same as per existing university rules for the undergraduate programmes.*

**Course Outcomes:**

**After the completion of course, students will be able to:**

CO 1 explain the meaning and significance of Peace Education.

CO 2 examine the role of Peace Education in cultivating tolerance, and harmony

CO3 apply various strategies and methods for Peace Education

CO4 demonstrate non-violent behaviour in various contexts

CO5 assess the relationship between peace education and sustainable development

---

**Unit -1: Introduction to Peace Education**

- Meaning and Need of Peace Education.
- Great Educational Thinkers in Peace Education: Mahatma Gandhi and Swami Vivekananda

**Unit-2: Understanding Peace as a Dynamic Social Reality**

- Challenges to Peace: stresses, conflicts, crimes, terrorism, violence, and wars.
- Role of Peace education in the development of Tolerance, and Harmony.

**Unit 3: Strategies and Agencies for Peace Education**

- Strategies and Methods: Meditation, Yoga, Dramatization, Debate etc.
- Role of Social Agencies: Family, Mass Media, Community, and Schools.

**Unit 4: Global Concerns for Peace**

- Challenges to peace and peace process in the present scenario.
- Role of UNESCO in peace-keeping around the world.

**Unit 5: Promoting Peace and Harmony**

- Human rights and Values
  - Disarmament, knowledge-attitude-skills of peace
  - Environment, Cross-cultural perspectives
- 

**PRACTICUM**

- Group Discussions: Divide students into groups to discuss and define the meaning and concept of Peace Education. Encourage them to share their perspectives and insights.
  - Role Play Scenarios: Create scenarios that depict challenging situations related to peace (e.g., resolving conflicts, mediating disputes). Have students role-play these scenarios and explore peaceful resolutions.
  - Workshop: students can experience and learn various peace education strategies like meditation and yoga
  - Debates: Hold debates on global issues related to peace, such as socio-psychological, economic, and cultural causes and effects of war and violence.
- 

**Suggested Readings/Learning References:**

CBSE. (2012). *Values Education: A Handbook For Teachers*. New Delhi:CBSE.

Fountain, S. (1988). *Learning Together – Global Education*. New York: Stanley Thrones Publishers Ltd, New York University.

---

- NCERT. (2006). *Education For Peace*, National Focus group's paper, first edition 2006, New Delhi: NCERT
- Pandey, S. (2004). *Education for Peace: Self Instructional Package for Teacher Educators*. New Delhi: NCERT
- UNESCO (1998). *Learning to Live together in Peace and Harmony*. A UNESCO APNIEVE Source Book for Teacher Education and Tertiary Level Education. Bangkok, Thailand: UNESCO Principal Regional Office for Asia and the Pacific.
- UNESCO (2001). *Learning the Way of Peace. A Teachers' Guide to Education for Peace*. New Delhi: UNESCO.
- Dhand, H. (2000). *Teaching Human Rights: A Handbook for Teacher Educators*. Bhopal: Asian Institute of Human Rights Education.
- Upadhyay, Pratibha. (2010). *Education for Peace Utopia or Reality*. New Delhi: Kalpaz Publications
- WWW- As per the required websites for the concerned topic
- YouTube Channel/ MOOCS/OER/E-Pathsala- As per topic/points

CURRICULUM  
FOR  
Two-Year  
B.Ed.Special Education Programme  
(Hearing Impairment)  
w.e.f. 2023–25



Department of Education  
Guru Ghasidas Vishwavidyalaya  
(A Central University)

Bilaspur, Chhattisgarh

**About of B.Ed. Special Education (H.I) Programme:**

The B.Ed. Special Education (H.I) programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. Special Education (H.I) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart Education and training effectively to children with disability as well as all other children and this being teachers for all children.

**B.ED. Special Education (Hearing Impairment) Programme**

**PROGRAMME OUTCOMES:**

**Following are the outcomes expected from the B.Ed. Special Education(Hearing Impairment) Programmes run by the Department of Education, GGV:**

- PO 1.** Function as globally and professionally competent teachers
- PO 2.** Engage themselves in the noble profession as humane teachers laden with traditional and constitutional values
- PO 3.** Contribute towards sustainable development for futuristic society
- PO 4.** Function as sensitive and responsive teachers with multidisciplinary and multicultural perspectives
- PO 5.** Develop themselves holistically through lifelong learning for professional excellence

**PROGRAMME SPECIFIC OUTCOMES:**

At the end of the Two-Year Bachelor of Special Education (**Hearing Impairment**) degree Programmes:

**PSO 1. Knowledge:** The Prospective School Teachers /Special Educators will demonstrate (i) systematic and extensive content knowledge and understanding of the academic field of Special Education along the philosophical, sociological, psychological, historical foundations as well as along the disciplinary and policy perspectives including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of Special School Education and Special Teacher (ii) procedural knowledge that creates teaching professionals in their respective subject area including Pedagogic knowledge and Technological knowledge and (iii) Meta cognitive knowledge for continuous self development for professional excellence

**PSO 2. Skills:** The Prospective School Teachers /Special Educators will demonstrate (i) Pedagogical and technological skills in one's specialization area and an ability to use established and recent methods, techniques and strategies of teaching, analysis of content and learning conditions, enquiry into the learners' mind and creation of learning situations and materials to design effective teaching-learning environment for Special school disable children within the subject area of specialization. (ii) skills to design equitable and inclusive strategies of evaluation for learning, of Hearing Impairment (iii) skills for mentoring and counseling the stakeholders

**PSO 3. Ethics and Inclusiveness:** The Prospective School Teachers /Special Educators will demonstrate (i) ability to Plan and adapt educational activities & manage resources in a culturally, socially, constitutionally and psychologically conscious and responsive way, (ii) empathy and respect



for people of diverse abilities, opinions, faiths, cultural background and an attitude to treat them in fair and just way in the educational context, and (iii) a reasonable degree of professional ethics

**PSO 4. Critical and creative thinking:** The Prospective School Teachers /Special Educators will demonstrate (i) a high degree of analytical thinking to pursue the interpretive, normative and critical questions of education for improving the learners, learning environments as well as the education policies and practices of special school education (ii) ability to pursue novel approaches in teaching-learning and establish new benchmarks for school and special school education.

**PSO 5. Communication:** The Prospective School Teachers /Special Educators will demonstrate skills of effective reading, writing, speaking and listening, in personal, instructional as well as in digital context to establish meaningful relationship with stakeholders within and outside the special school.

**PSO 6. Lifelong learning:** The Prospective School Teachers /Special Educators will demonstrate committed efforts in understanding of their 'self' and also the skills of self-paced and self-regulated learning aimed at professional development and at achieving a balanced professional life.

**PSO 7. Collaboration:** The Prospective School Teachers /Special Educators will demonstrate ability to work effectively and respectfully with diverse peer teams or student groups, facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a Special Teacher.

**PSO 8. Management and Leadership:** The Prospective School Teachers /Special Educators will demonstrate capacity of identifying or mobilizing appropriate physical or human resources required for organizing fruitful learning activities within and outside the classroom, as well as that of developing a sustainable and self-reliant school eco-system.

**PSO 9. Social Responsibility:** The Prospective School Teachers/Special Educators will demonstrate capacity of extending their understanding of social dynamics for designing need based community-reach services.

**PSO-10.Rehabilitation:** Develop the knowledge& skills about nature and educational needs for children with disabilities.

Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.

Develop knowledge and skills for professional development.

Develop knowledge & skills about nature and educational needs of children with disabilities as well as of children with learning disabilities in specific.

Develop conceptual understanding of Education provisions and skills for working with children with various disabilities in Special and inclusive settings.

COURS E_CODE	COURSE_NAME	CO	PS O.1	PS O.2	PS O.3	PS O.4	PS O.5	PS O.6	PS O.7	PS O.8	PS O.9	P S O. 1 0	PO 1	P O. 2	P O. 3	P O. 4	
EHBATT 1	Human growth & development	CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	2	3	2	3	3	3	2	3	3		3	3	3	3	3
		CO.3	2	3	2	3	3	3	3	3	3		3	3	3	3	2
		CO.4	3	2	3	3	2	2	3	3	3		3	2	2	3	3
		CO.5	3	2	3	3	2	2	3	3	3		3	2	2	3	3
			2.6	2.6	2.6	3	2.6	2.8	2.8	3	3		3	2.6	2.6	3	2.8
EHBATT 2	Contemporary India & Education																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	3	3	3	3	2	2	3		3	2	3	2	3
		CO.5	3	3	3	3	3	3	2	2	3		3	2	3	2	3
			3	2.8	2.6	2.6	2.8	2.8	2	2.6	2.8		3	2.4	2.8	2.6	2.8
EHBT3	Introduction to sensory disabilities																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	2	2	3	3	2	3	3		3	2	3	3	3
		CO.5	3	3	2	2	3	3	2	3	3		3	2	3	3	3
			3	2.8	2.2	2.8	2.8	2.8	2	3	2.8		3	2	2.4	3	2.8
EHBT4	Introduction to Neuro developmental disabilities																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	2	2	3	3	2	3	3		3	2	3	3	3
		CO.5	3	3	2	2	3	3	2	3	3		3	2	3	3	3
			3	2.8	2.2	2.8	2.8	2.8	2	3	2.8		3	2	2.8	3	2.8
ELBT5	Introduction to locomotor & multiple disabilities																

		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.3	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		C0.4	3	3	2	2	2	3	2	3	3	3	2	3	3	3	3
		C0.5	3	3	2	2	3	3	2	3	3	3	2	3	3	3	3
			3	2.8	2.2	2.2	2.6	2.8	2	3	2.8	3	2	2.8	3	2.8	2.8
EHBT6	Assessment and Identification of needs																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.3	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		C0.4	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.5	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
			3	2.6	2.6	2.2	2.6	2.6	1.8	3	2.6	3	2.6	2.6	3	2.6	2.6
EHBALF 1	Practical-disability specialization and inclusive school																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.3	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
			3.0	2.7	2.3	2.3	2.7	2.7	2.0	3.0	2.7	3.0	2.7	2.7	3.0	2.7	2.7
EHBBTT 1	Learning, teaching and Assessment																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.3	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		C0.4	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		C0.5	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
			3	2.8	2.2	2.2	2.8	2.8	2	3	2.8	3	2.4	2.8	3	2.4	2.4
EHBTTY 1	Pedagogy of teaching (any one) Science																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.3	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		C0.4	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		C0.5	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
			3	2.8	2.2	2.2	2.8	2.8	2	3	2.8	3	2.4	2.8	3	2.4	2.4

EHBTTY 2	Pedagogy of teaching (any one) Social Science																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		C0.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		C0.4	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		C0.5	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			3	2.8	2.2	2.2	2.8	2.8	2	3	2.8		3	2.4	2.8	3	2.4
EHBTTY 3	Pedagogy of teaching (any one) Mathematics																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	3	3	3	2	3	2	3			3	3	2	3	
		C0.3	3	2	2	3	3	3	2	3			3	2	3	3	
		C0.4	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.5	2	3	3	2	3	2	3	3			3	2	3	3	
			2.6	2.8	2.8	2.6	2.8	2.6	2.6	2.8			3	2.4	2.8	3	
EHBTTY 4	Pedagogy of teaching (any one) Hindi																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	3	3	3	2	3	2	3			3	3	2	3	
		C0.3	3	2	2	3	3	3	2	3			3	2	3	3	
		C0.4	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.5	2	3	3	2	3	2	3	3			3	2	3	3	
		C0.6	3	2	2	3	3	3	2	3			3	2	3	3	
		C0.7	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.8	2	3	3	2	3	2	3	3			3	2	3	3	
			2.7	2.7	2.7	2.5	2.8	2.5	2.6	2.7			3	2.2	2.8	3	
EHBTTY 5	Pedagogy of teaching (any one) English																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	3	3	3	2	3	2	3			3	3	2	3	
		C0.3	3	2	2	3	3	3	2	3			3	2	3	3	
		C0.4	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.5	3	3	3	2	3	2	3	2			3	2	3	3	
			2.8	2.8	2.8	2.6	2.6	2.6	2.6	2.6			3	2.4	2.8	3	
EHBTTT 3	Curriculum designing ,adaptation and evaluation																

		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	3	3	3	2	3	2	3			3	3	2	3	
		C0.3	3	2	2	3	3	3	2	3			3	2	3	3	
		C0.4	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.5	2	3	3	2	3	2	3	3			3	2	3	3	
			2.6	2.8	2.8	2.6	2.8	2.6	2.6	2.8			3	2.4	2.8	3	
EHBGA 1	Drama and Art Education																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
EHBBLF 2	Practical : Cross Disability & Inclusion																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.3	2	3	3	2	3	2	3	3			3	2	3	3	
			2.7	3	3	2.3	3	2.3	3	2.7			3	2.3	3	3	
EHBCTT 4	Basic Research & Basic Statistics																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.3	2	3	3	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.4	2.6	3	2.2	3	2.2	3	2.8			3	2.2	3	3	
EHBCTT 1	Educational Intervention and teaching strategies																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.3	2	3	3	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.4	2.6	2.6	2.2	3	2.2	3	2.8			3	2.2	3	3	
EHBCTT 2	Technology and disability																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.3	2	3	3	2	3	2	3	3			3	2	3	3	

		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.4	2.6	2.6	2.2	3	2.2	3	2.8			3	2.2	3	3	
EHBCGA 1	Reading & reflecting on text																
		C0.1	2	3	3	2	3	2	3	3			3	2	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2	2.2	2.2	2	3	2	3	3			3	2	3	3	
EHBCLF 1	Practical: disability specialization																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2	2.3	2.3	3	2.3	3	3			3	2.3	3	3	
EHBCEF 1	Main disability special school (related to area C)																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3	2.3	3	3			3	2.3	3	3	
	Skill based optional course (any one of cross disability and inclusion)																
EHBDTD 1	Community based Rehabilitation																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2	3	3			3	2	3	3	
EHBDTD 2	Application of ICT in Classroom																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	

		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2	3	3			3	2.2	3	3	
EHBDDTD 3	Guidance and counseling																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
EHBDDTD 4	Braille and Assistive devices																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2	3	3	
	Skill based optional course (any one of cross disability and inclusion)																
EHBDDTD 5	Communication Option:Oralism	C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
EHBDDTD 6	Management of learning disability																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	

EHBDDT 7	Orientation & mobility																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
EHBDDT 8	Vocational Training transition & job placement																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3.0	2.2	3.0	3.0			3.0	2.2	3.0	3.0	
EHBDDT 2	Inclusive Education																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	3	2	2	3	3	3	2	3			3	2	3	3	
		C0.3	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.4	3	3	3	2	3	2	3	2			3	2	3	3	
		C0.5	3	3	3	2	3	2	3	2			3	2	3	3	
			3	2.8	2.8	2.4	3	2.4	2.8	2.4			3	2.2	3	3	
EHBDDT 3	Psycho Social and Family issues																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
EHBDF 1	Practical Cross disability and Inclusion																
		C0.1	3	3	3	3	3	2	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.0	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDEF 1	Other disability special school																



		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDEF 2	Inclusive School																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	

### Duration of B.Ed. Special Education (Hearing Impairment) Programme:

The B.Ed. Special Education (H.I) programme is a Two-year (four semesters) full time Professional programme. The attendance of the students in the Department of Education during all the semesters shall be minimum 80% for all course work and 90% practicum and 90% for school internship.

### Curriculum Framework:

The details of the curriculum framework along with the aim of the course, course outlines, modes of learning engagement as well as modes of assessment for each course are presented hereunder.

The B.Ed. Special Education (H.I) curriculum shall comprise of six groups of courses as depicted below:

- Group A** – Core Courses & Pedagogy Courses : *Courses in Group A shall provide a conceptual understanding of the concepts of education, teaching and learning and as also situate them in the broader perspective of society and development. They shall help in understanding the nature of the various disciplines and school subjects, setting achievable goals, developing competencies to envision and design learning situations for learners, and enter into the learners' mind to assess the learning.*
- Group B** – Cross Disability & Inclusive Education /Optional Courses : *Courses in Group B shall enable the prospective teachers become effective teachers to cater the needs of an inclusive school setting and develop their ability to understand as well as cater the need of various other kinds of disability needs. These courses shall also provide opportunities of skill development required for dealing with the chosen area of disability.*
- Group C** – Disability Specialization Courses : *Courses in Group C shall provide specialization about specific disability to the prospective teachers to be acquainted with some key issues in school education.*
- Group D** – Enhancing Professional Capacities : *The skill oriented courses under the Group D visualize a set of experiences that shall help the prospective teachers to develop an appropriate self-concept, enhance their self-esteem, and also to enhance their professional capacity.*
- Group E** – Practical Related to Disability : *Courses in Group E shall provide specialization about specific disability, cross disability and inclusive setting to the prospective teachers to be acquainted with some key issues in school education.*

**Group F** – Field Engagement /School Internship : *The Group F provides the prospective teachers a context of hands on experience to practice their professional skills in the specific disability, cross disability and inclusive setting and to get a holistic understanding of various complexities in the process of school education.*

### DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-A</b> Core Courses	Human Growth & Development	EHBATT1	4	100	50	30	70
	Contemporary India & Education	EHBATT2	4	100	50	30	70
<b>Group-B</b> Cross Disability & Inclusion	Introduction to Sensory Disabilities	EHBATT3	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	EHBATT4	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	EHBATT5	2	50	25	15	35
<b>Group –C</b> Disability Specialization Courses	Assessment and Identification of Needs	EHBATT6	4	100	50	30	70
<b>Group –E</b> Practical Related to Disability	Practical- Disability Specialization and Inclusive School	EHBALF1	2	50	25	50	
<b>TOTAL</b>			20	500	250	185	315
SEMESTER –II							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-A</b> Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	EHBBT1	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	EHBBTY1 EHBBTY2 EHBBTY3	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	EHBBTY4 EHBBTY5	4	100	50	30	70
	Curriculum Designing, Adaptation and Evaluation	EHBBT2	4	100	50	30	70
<b>Group –C</b> Disability Specialization Courses							
<b>Group –D</b> EPC	Drama and Art in Education	EHBBGA1	2	50	25	50	00
<b>Group-E</b> Practical Related to Disability	Practical : Cross Disability & Inclusion	EHBBLF2	2	50	25	50	00
<b>TOTAL</b>			20	500	250	185	315
SEMESTER –III							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group –A</b> Core Courses	Basic Research & Basic Statistics	EHBCTT4	2	50	25	15	35
<b>Group –C</b> Disability Specialization	Educational Intervention and Teaching Strategies	EHBCTT1	4	100	50	30	70

Courses	Technology and Disability	EHBCTT2	4	100	50	30	70
<b>Group –D</b> EPC	Reading and Reflection on Text (EPC)	EHBCGA1	2	50	25	50	
<b>Group-E</b> Practical Related to Disability	Practical :Disability Specialization	EHBCLF1	4	100	50	100	
<b>Group –F</b> Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	EHBCEF1	4	100	50	100	
<b>TOTAL</b>			20	500	250	325	175
<b>SEMESTER –IV</b>							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-B</b> Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion)		2	50	25	15	35
	(a) Community Based Rehabilitation	EHBDTD1					
	(b) Application of ICT in Classroom	EHBDTD2					
	(c) Guidance and Counselling	EHBDTD3					
	(d) Braille and Assistive Devices	EHBDTD4					
	Skill Based Optional Course (any one of Disability Specialization)		2	50	25	15	35
	(a) Communication Option :Oralism	EHBDTD5					
	(b) Management of Learning Disability	EHBDTD6					
	(c) Orientation & Mobility	EHBDTD7					
	(d) Vocational Training, Transition & Job Placement	EHBDTD8					
	Inclusive Education	EHBDTT2	2	50	25	15	35
<b>Group –C</b> Disability Specialization Courses	Psycho Social and Family Issues	EHBDTT3	2	50	25	15	35
<b>Group-E</b> Practical Related to Disability	Practical Cross Disability and Inclusion	EHBDLF1	4	100	50	100	00
<b>Group –F</b> Field Engagement/ School Attachment/ Internship	Other Disability Special School	EHBDEF1	4	100	50	100	00
	Inclusive School	EHBDEF2	4	100	50	100	00
<b>TOTAL</b>			20	500	250	395	105
<b>TOTAL CREDITS</b>			<b>80</b>	<b>2000</b>	<b>1000</b>	<b>1090</b>	<b>910</b>

### Weightage of Evaluation:

Weightage for Internal and External evaluation for every component in Group A to Group F will be as stated below:

Group	Internal	External
Group A –Core Courses& Pedagogy Course	30%	70%
Group B –Cross Disability & Inclusive Education /Optional Courses	30%	70%
Group C– Disability Specializations Courses	30%	70%

Group D –Enhancing Professional Capacities	100% (As per University guidelines)
Group E - Practicum Related to Disability	100% (As per University guidelines)
Group F - Field Engagement /School Internship	100% (As per University guidelines)

**Internal Examination Scheme:**

\*Internal and external examination schemes will be decided by the University which is subjected to change from time to time.

## **COURSE – EHBATT1: HUMAN GROWTH & DEVELOPMENT**

### **COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. H.I First Semester student will be able to–

- CO1-Explain the Approaches to Human Development.
- CO2-Explain the Early Year Development.
- CO3- Explain the Adolescence.
- CO4-Explain the Theoretical Approaches to Development.
- CO5-Skilled through the Hand on Experience

---

### **UNIT 1: Approaches to Human Development**

- 1.1 Concept and definition of development.
- 1.2 Difference between growth and development.
- 1.3 Nature of development.
- 1.4 Principles of development, Factors influencing development.

### **UNIT 2: The Early Year**

- 2.1 Infancy: Concept, Characteristics.
- 2.2 Infancy: Physical development, cognitive development.
- 2.3 Childhood: Concept, Characteristics.
- 2.4 Childhood: Physical development, cognitive development and social development.

### **UNIT 3: Adolescence**

- 3.1 Concept & meaning.
- 3.2 Physical development.
- 3.3 Cognitive development.
- 3.4 Challenges of adolescence.

### **UNIT 4: Theoretical Approaches to Development**

- 4.1 Cognitive & social-cognitive theories (Bruner, Vygotsky).
- 4.2 Psychosocial Theory (Erikson).
- 4.3 Psychoanalytic Theory (Freud).
- 4.4 Ecological Theory (Bronfenbrenner).

---

### **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 Reading/Learning Reference-**

- Berk, L.E. (2000) *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

---

**COURSE – EHBATT2: CONTEMPORARY INDIA AND EDUCATION****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs./wk**

The B.Ed. Spl. Edu. H.I First Semester student will be able to–

- CO1-Explain the Philosophical Foundation of Education
- CO2-Explain the Understand the concept of diversity
- CO3-Explain the Contemporary Issues and Concerns
- CO4-Explain the Education Commission and policy (School Education)
- CO5-Skilled through the activities on contemporary issues

---

**UNIT 1: Philosophical Foundation of Education**

- 1.1 Education: Concept, definition and scope.
- 1.2 Philosophies of Education: Idealism, Naturalism.
- 1.3 Classical Indian Perspective: Vedanta, Buddhism.
- 1.4 Indian Philosophers: Vivekananda, Gandhi.

**UNIT 2: Understanding Diversity**

- 2.1 Concept of Diversity.
- 2.2 Types of Diversity: Gender, linguistic, cultural.
- 2.3 Diversity in Learning and Play.
- 2.4 Addressing diverse learning needs of CWSN.

**UNIT 3: Contemporary Issues and Concerns**

- 3.1 Universalization of Elementary Education: objective, importance.
- 3.2 Universalization of Secondary Education: objectives and Problems.
- 3.3 Issues of Quality and Equity: Physical, economic, social and culture.
- 3.4 Equal Educational opportunity: Meaning of equality & constitutional provisions.

**UNIT 4: Education Commission and policy (School Education)**

- 4.1 Constitutional provision: democracy, social justice.
- 4.2 National Commissions & Policies: NPE (1986), NEP 2020.
- 4.3 National Act: RCI Act (1992); NT Act (1999).
- 4.5 NCF (2005), Millennium Developmental Goals (2015).

---

**Some suggested Activities on contemporary issues**

Comparative study of different setting  
Educational Debates & movement  
RTE Act in the Context of Disadvantaged  
Special and Inclusive school  
Education status of various groups  
Conflict & social movement in India: Women, Dalit, Tribal & Disabled  
Human right, Minority right

---

**Suggested Reading/Learning Reference-**

- Aggrwal J.C. (1992) Development and Planning of Modern Education: New Delhi Vikas Publishing House PVT Ltd
- Anand S.P. (1993) The teacher & Education in Emerging Indian society, New Delhi: NCERT

- Bhat B.D. (1996) Educational Document in India, New Delhi: Arya Book Depot.
- Bhatia K & Bhatia B. (1997) The Philosophical & Sociological Foundation, New Delhi Doaba house
- Dubey, S.C. (2001) Indian Society, National book Trust: New Delhi
- Jagannath, M. (1993) Indian Education in the Emerging society, New Delhi Sterling Publishers Pvt Ltd

**Essential Readings**

- Guha, R. (2007) India after Gandhi: The history of the World largest Democracy. Macmillan: Delhi.
- *National Education commission (1964-66) Ministry of Education, Govt of India, New Delhi.*
- *National Policy on Education (1986 & 92) Ministry of Human Resource Development Govt. of India, New Delhi.*
- *Right to education Act (2009) Ministry of Human Resource Development Govt of India, New Delhi.*



**COURSE – EHBATT3: INTRODUCTION TO SENSORY DISABILITIES**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

The B.Ed. Spl. Edu. H.I First Semester student will be able to–

- CO1-Explain the Hearing Impairment: Nature & Classification.
- CO2 -Explain the Impact of Hearing Loss.
- CO3 -Explain the Visual Impairment & Deaf Blind.
- CO4-Explain the Deaf Blind.
- CO5-Skilled through the develop various checklists.

---

**UNIT 1: Hearing Impairment: Nature & Classification**

- 1.1. Types of sensory impairments: Single& Dual sensory impairment
- 1.2. Importance of hearing and Types of Hearing impairment
- 1.3. Process of hearing
- 1.4. Definition of hearing loss, hearing impaired/ disability/ handicapped

**UNIT 2: Impact of Hearing Loss**

- 2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing Impairment on communication.
- 2.2 Language & communication issues attributable to hearing loss and need for early Intervention
- 2.3 Communication options
- 2.4 Restoring techniques using human (interpreter) & technological support (hearing devices)

**UNIT 3: Visual Impairment**

- 3.1 Visual Impairment- Definition, causes, characteristics
- 3.2 Process of Seeing and Common Eye Disorders.
- 3.3 Low Vision— Definition, and prevention.
- 3.4 Importance of Early Identification and Intervention.

**UNIT 4: Deaf Blind**

- 4.1 Deaf-blindness: Definition.
- 4.2 Classification, characteristics of Deaf blind
- 4.3 Importance of Early Identification and Intervention.
- 4.4 Functional Assessment Procedures and Educational Implication

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- ☐ Develop a checklist for screening of children for hearing impairment
- ☐ Develop a checklist for screening of children for low vision
- ☐ Develop a checklist for screening of children for blindness
- ☐ Develop a checklist for screening of children for deaf blindness

---

**MODE OF TRANSACTION:** Visits, Observations, Videos and Interactions with Students with Disabilities

### Suggested Reading/Learning Reference-

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on Deaf blindness (2005). Sense International India. Retrieved online on 24/4/2015 from [http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining- module-for-resource-teachers-for-disable-children%2FModule%2520%2520Deafblindness.pdf%2Fat\\_download%2Ffile&ei=LkY6VdGloIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI\\_HgQqJKxWjs\\_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d. dGY](http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining- module-for-resource-teachers-for-disable-children%2FModule%2520%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGloIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d. dGY)
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.
- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and ChristoffelBlinden Mission; Delhi: R.K. Printers.

- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the Blind.
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

**COURSE – EHBATT4: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

The B.Ed. Spl. Edu. H.I First Semester student will be able to–

- CO1-Explain the Learning Disability: Nature, Needs and Intervention.
- CO2-Explain the Intellectual Disability: Nature, Needs and Intervention.
- CO3-Explain the Autism Spectrum Disorder: Nature, Needs and Intervention.
- CO4- Explain the Person with Leprosy cured
- CO5-Skilled through various preparing plans and tools

---

**UNIT 1: Learning Disability: Nature, Needs and Intervention**

- 1.1 Definition, Types and Characteristics
- 1.2 Tools of Assessment
- 1.3 Strategies for reading, Writing and Maths
- 1.4 Individualized Education Plan for LD

**UNIT 2: Intellectual Disability: Nature, Needs and Intervention**

- 2.1 Definition, Types and Characteristics
- 2.2 Tools of Assessment, Assistive Devices
- 2.3 Strategies for Functional Academics and Social Skills, Life Skill Education
- 2.4 Individualized Education Plan.

**UNIT 3: Autism Spectrum Disorder: Nature, Needs and Intervention**

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Instructional Approaches
- 3.4 Teaching Methods, Vocational Training

**Unit 4: Person with Leprosy cured**

- 4.1 Definition and Characteristics
- 4.2 Prevention of Leprosy
- 4.3 Characteristics of Leprosy cured
- 4.4 Causes of Leprosy

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- ☐ Prepare a Individualized Education Plan for LD Child
- ☐ Prepare a life skill curriculum for ID
- ☐ Prepare a screening tool for children with Autism Spectrum Disorder
- ☐ Prepare teacher made test for functional assessment of a given child with ID/ Autism

---

**Suggested Reading/Learning Reference-**

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.

- Bala, M.J. (2004). *Methods of Teaching Exceptional Children*. Discovery, New Delhi.
- Browning, R. E. (2004). *Teaching Students with Behaviour and Severe Emotional Problems*.  
<http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf>
- Higgins, J. (2003) *Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders*. PRO-ED, Austin.
- Moyes, R.A. (2010). *Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies*. Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). *Transition services in Special Education*, Allyn& Bacon, London.
- Reddy G.L., & Rama, R. (2000). *Education of Children with Special Needs*. Discovery Pub, New Delhi. RCI B.Ed.Spl.Ed. Curriculum Page 70 15 May 2015
- Simpson, R. L., & Myles, B. S. (2008). *Educating Children and Youth with Autism: Strategies for Effective Practice*. Pro Ed. Texas.
- Smith, D.D. (2003). *Introduction to Special Education Teaching in an Age of opportunity*. Allyn& Bacon, Boston.
- Strichart, S. S. (1993). *Teaching Study Strategies to Students with Learning Disabilities*. Allyn& Bacon, Boston.
- Swady, E.R. (1989). *Diagnosis & Correction of Reading, Difficulties*. Allyn& Bacon, Boston.
- Taylor, B. (1988). *Reading Difficulties: Instruction and Assessment*. Random House, New York.
- Wong, B. Y. L. (1996). *The ABCs of learning disabilities* (1st ed.) Academic Press, San Diego, CA.

**COURSE – EHBATT5: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

The B.Ed. Spl. Edu. H.I First Semester student will be able to–

- CO1-Explain the Cerebral Palsy (CP).
- CO2-Explain the Polio, Spinal Cord Injuries and Muscular Dystrophy.
- CO3-Explain the Multiple Disabilities
- CO4- Explain the mental illness
- CO5- Skilled through various activities in reference to disabilities

---

**UNIT 1: Cerebral Palsy (CP)**

- 1.1. CP: Nature, Types and Its Associated Conditions
- 1.2. Assessment of Functional Difficulties
- 1.3. Provision of education, Therapeutic Intervention
- 1.4 Implications of Functional Limitations of Children with CP in Education

**UNIT 2: Polio, Spinal Cord Injuries and Muscular Dystrophy**

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and Education
- 2.4. Implications of Functional Limitations for Education

**UNIT 3: Multiple Disabilities**

- 3.1 Multiple Disabilities: Meaning and Classifications
- 3.2 Cause and type of multiple disabilities
- 3.3 Educational management
- 3.4 Effects of multiple disabilities

**Unit4: Mental illness**

- 4.1 Definition of mental illness
- 4.2 Mental health and problems
- 4.3 Types of mental illness
- 4.4 Cause of mental illness

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any one of the following)**

- ☐ Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
- ☐ Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

**MODE OF TRANSACTION:**

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

---

**Suggested Reading/Learning Reference-**

- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Care giving*. A Johns Hopkins Press Health Book.
- SarvaSikshaAbhiyan. Module on Cerebral Palsy. [http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at\\_download/file](http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file)
- SarvaSikshaAbhiyan . Module on Multiple Disabilities. [http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disabchildren/Module%203%20Multiple%20Disability.pdf/at\\_download/file](http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disabchildren/Module%203%20Multiple%20Disability.pdf/at_download/file)

---

**COURSE- EHBATT6: ASSESSMENT AND IDENTIFICATION OF NEEDS****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. H.I First Semester student will be able to–

- CO1-Explain the concept, the history, characteristics and causes of Hearing Impairment.
  - CO2-Explain the various types of Hearing Impairments.
  - CO3-Explain the assessment tools and procedures for Hearing Impairment diagnosis.
  - CO4-Explain the Assessment of Curricular Areas.
  - CO5- skilled in diagnosing the Hearing Impairment through movie review and case profile.
- 

**Unit 1: Early Identification of Hearing Loss and Educational assessment**

- 1.1 Need for early identification of hearing loss
- 1.2 Team members involved in hearing screening and their role
- 1.3 Educational Assessment: Concept and Scope ,Types of Assessment ,Tools and techniques
- 1.4 Factors affecting educational performance: individual, Family and Environment

**Unit 2: Audio logical Assessment**

- 2.1 Orientation: Sound, Physical and psychological parameters/attributes, Auditory& Speech milestones in typical children (0-2 years)
- 2.2 Assessment & methods of assessment: Subjective & Objective test
- 2.3 Audiometer: Block diagram, Parts & use; Types of audiometry, Pure Tone Audiometry
- 2.4-Audiogram: concept, interpretation with different types and degrees of hearing loss

**Unit 3: Assessment of Language & Communication**

- 3.1 Communication: Concepts and types
- 3.2 Language: Concept, Types (verbal and manual) and Structure
- 3.3 Developmental milestones in typically growing children; Impact of deafness on Communication and language
- 3.4 Identification of needs related to communication and language

**Unit 4: Assessment of Speech**

- 4.1 Speech: Definition, Pre-requisites
- 4.2 Basics of Respiration, Articulation and phonation
- 4.3 Speech Error, Speech as an overlaid function
- 4.4 Speech Intelligibility: Concept, Factors & Assessment

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- ☐ Compiling checklists (at least two) to identify hearing impairment in children
- ☐ Using the audiograms of children (at least two), identify the audiological needs of each
- ☐ Profiling the speech of children (at least two) by using a speech assessment kit
- ☐ Record the interaction with the three year old typically developing child and write your



brief reflections in terms of use of vocabulary and syntax

☐ Compile various tools used for educational assessment of children

---

### **Transaction and Evaluation**

Lecture cum Demonstration, Tutorials, Assignments, Tests

---

#### **Suggested Reading/Learning Reference-**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersey
- Brigrance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing, Allyn and Bacon publication, Boston
- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching, Prentice hall publication, New Jersey
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed). New York: Appleton-Century-crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins
- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Quigley & Paul, (1984) Language and deafness, College – Hill Press Inc. California
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India. UNICEF (2006), new trends in development evaluation. Retrieved from

**COURSE-EHBALF1: PRACTICAL- DISABILITY SPECIALISATION /INCLUSIVE SCHOOL**

				<b>MARKS: 50   CREDITS: 2   4Hrs. /wk</b>	
<b>Task For The Student-Teacher</b>	<b>Disability Focus</b>	<b>Education Setting</b>	<b>Hrs (60)</b>	<b>Description</b>	<b>Marks</b>
Visit	Major Disability / Inclusive School	Major Disability /Special schools for other disability	10	As per School time	10
Classroom Observation	Major Disability	Inclusive/Special school	20	Minimum 20 school Period	15
	Other than major Disability	Special schools for other disability	20	Minimum 20 school Period	15
	Any Disability	Inclusive school	10	Minimum 10 school Period	10

\* Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva voce examination.

Schedule for practical for E-1 shall be included in the time table four weeks may be allocated).

---

**COURSE –EHBTT1: LEARNING, TEACHING AND ASSESSMENT****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Second Semester student will be able to–

- CO1-Explain the Human Learning.
- CO2-Explain the Learning Process.
- CO3-Explain the Teaching learning Process, Motivation and Intelligence.
- CO4-Explain the Overview of Assessment and school System.
- CO5-Skilled in report writing on human development phases in teaching learning context

---

**UNIT 1: Human Learning**

- 1.1 Human Learning: Meaning, definition.
- 1.2 Psychophysical Basis of Learning.
- 1.3 Learning theories: Behaviourism-Pavlov, Thorndike, Skinner's theory.
- 1.4 Cognitivism & Social Constructism theories: Piaget, Bandura.

**UNIT 2: Learning Process**

- 2.1 Sensation: Definition and Sensory Process.
- 2.2 Attention: Definition and Affecting Factors.
- 2.3 Perception: Definition and types.
- 2.4 Memory: Definition and types.

**UNIT 3: Teaching learning Process, Motivation and Intelligence**

- 3.1 Maxims of Teaching.
- 3.2 Stages of teaching: Plan, Implement, Evaluate, Reflect.
- 3.3 Motivation: Nature, definition and Maslow's theory.
- 3.4 Intelligence Theories: Two factor theory, Multi factor theory.

**UNIT 4: Overview of Assessment and school System**

- 4.1 Assessment: Conventional meaning and Constructivist perspective.
- 4.2 Assessment of Learning and Assessment for learning: Meaning and Difference.
- 4.3 Comparing assessment, evaluation, measurement, test and examination.
- 4.4 Formative and summative evaluation curriculum based measurement

---

**Engagement with the field as part of course as indicated below:**

- 1. Report submission: Observation of children belonging to any three stages of development and describing applications of development in teaching – learning context

---

**Suggested Reading/Learning Reference-**

- Amin, N (2002) Assessment of Cognitive Development of Elementary school Children Agency. A psychomet approach, Jain Book agency New Delhi
- Chauhan, S.S. (2013) Advanced Educational Psychology, Jain book agency New Delhi
- King- Sear, E.M. (1994) Curriculum Based Assessment in Special Education. Singular publishing group San Diego CA
- Panch, R. (2013) Educational psychology: teaching and learning perspective McGraw hill New Delhi
- Woolfolk, A. Mishra G. & Jha A.K. (2012) Fundamental of Educational Psychology, 11<sup>th</sup> EDN Pearson Publication New Delhi

- Singh ,A.K *Siksha Manovigyaan Motilal banarsidas publ Varanasi*
- Geisinger, K>F. (2013) *APA Handbook of testing and Assessment in Psychology*. Available at APA USA
- Howell, K.W. & Nolet, V (2000) *Curriculum – Based Evaluation: Teaching and decision making* Scarborough , Ontario Canada Wadsworth
- McMillion J.H. (2001) *Classroom Assessment Principles and Practice for Effective instruction* Allyn and Bacon London And available text book

**COURSE – EHBITY1: PEDAGOGY OF TEACHING SCIENCE**

**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Second Semester student will be able to–

- CO1-Explain the Nature and Significance of Science.
- CO2-Explain the Planning for Instruction.
- CO3-Explain the Approaches and Methods of Teaching Sciences.
- CO4-Explain the Learning Resources for Teaching Science, Assessment and Evaluation.
- CO5- Skilled in preparing action research & Pedagogical analysis of Science content

---

**UNIT 1: Nature and Significance of Science**

- 1.1 Nature of Science.
- 1.2 Correlation of Science with other subjects.
- 1.3 Importance of Science in school curriculum.
- 1.4 Role of Science for Sustainable development, Impact of Science on Environment.

**UNIT 2: Planning for Instruction**

- 2.1 Aims and objectives of teaching Science in secondary schools.
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term.
- 2.3 Lesson Planning: Meaning, Importance & Elements.
- 2.4 Unit Planning: Definition, Purpose & Elements.

**UNIT 3: Approaches and Methods of Teaching Sciences**

- 3.1 Meaning, importance of approaches and teaching methods.
- 3.2 Learner centered & teacher centered teaching methods.
- 3.3 Lecture method, demonstration method and problem solving method, project method.
- 3.4 Constructivist approach: comparison of traditional pedagogy & constructivist approach.

**UNIT 4: Learning Resources for Teaching Science, Assessment & Evaluation**

- 4.1 Teaching Learning Aids: Definition and importance.
- 4.2 Science Textbooks: Meaning, characteristics and criteria for evaluation.
- 4.3 Science Laboratory: As a learning resource.
- 4.4 Assessment & Evaluation: Concept, definition and importance, Definition and importance.

---

**Practical/Field Engagement /Project work**

**Any one of the following**

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from science content keeping student with disabilities in view.
- III. Developing an Action Research Plan on a Problem Related to teaching and learning of science to students with disabilities .
- IV. Construction of a diagnostic test for unit along with a remedial plan.
- V. Comparative analysis of Prescribed Syllabus and textbooks of different Boards Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to student with Disabilities.

### Suggested Reading/Learning Reference-

- Anderson, H. O. Readings in Science Education for the Secondary School. New York
- Brown, R. (1978) *Science Instruction of Visually Impaired Youth*. New York: AFB
- Buxton, A.C. (2010) *Teaching Science in Elementary and Middle School*. New Delhi: Sage Publications
- Bybee, R. (2010b). *The Teaching of science, 21<sup>st</sup>-century perspectives*. Arlington VA: NSTA Press USA
- Fensham, P.J. (1994) *The Content of Science: A Constructive Approach to its Teaching and Learning*. Washington DC: The Falmer Press, USA,
- Gupta, V.K. (1995) *Teaching and Learning of Science and Technology*. New Delhi: Vikas Publishing House Pvt. Ltd
- Henninen, K.A. (1975) *teaching of Visually Handicapped*, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S.R. (2005) *Teaching of Science*. New Delhi: A.P.H. Publishing Corporation.
- Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
- Nair, C.P.S. *Teaching Science in our Schools*, S. Chand & Co. Pvt. Ltd. New Delhi.
- .Negi, J. S. Bhautik Shikshan, Vinod Pustak Mandir, Agra
- Misra, K.S. *Effective Science Teaching*. Anubhav Publishing House, Allahabad
- NCERT, (2005). *Focus Group Report' Teaching of Science* NCERT New Delhi.
- NCERT, (2006). *National Curriculum Framework- 2005*, NCERT. New Delhi.
- Rawat D. S. Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S. *Teaching of Science*, Amol Publications.
- ..Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
- Sharma, S. *Constructivist Approaches to Teaching and Learning*, New Delhi: NCERT
- Sharma, R.C. *Modern Science Teaching*, New Delhi: Dhanpat Rai Publications,
- Sounders *The teaching of Gen. Science in Tropical Secondary Press London School*, Oxford
- Rawat D. S. Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S. *Teaching of Science*, Amol Publications.
- UNESCO *The UNESCO Source Book for Science Teaching*. UNESCO, Paris.
- Gupta, S.K. (1983) *Technology of Science Education*, Delhi: Vikas Publishing House Pvt. Ltd.
- Gupta, V.K. (1995) *Reading in Science and Mathematics Education*, Ambala: The associated Press
- Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
- Rao, V.K. (2004) *Science Education*, APH Publishing Corpn. New Delhi

---

**COURSE – EHBITY2: PEDAGOGY OF TEACHING SOCIAL SCIENCE****COURSE OUTCOMES****MARKS: 100 | CREDITS:4| 4+2 Hrs./wk**

The B.Ed. Spl. Edu. H.I Second Semester student will be able to–

- CO1-Explain the concept, nature and scope of social science.
- CO2-Explain the Curriculum and Instructional Planning.
- CO3-Explain the Approaches to Teaching of Social Science
- CO4-Explain the Evaluation of learning in Social science
- CO5- Skilled in preparing action research & Pedagogical analysis of Social Science content

---

**UNIT 1: Nature of Social Science**

- 1.1 Concept, scope and Nature of Social Science.
- 1.2 Difference Between Social Science and Social studies.
- 1.3 Aims and objective of teaching social science at School level.
- 1.4 Significance of Social Science as a core subject.

**UNIT 2: Curriculum and Instructional Plan**

- 2.1 Organization of social science curriculum at school level.
- 2.2 Instructional Planning: Concept, need and importance.
- 2.3 Unit Plan and Lesson Plan: need and importance.
- 2.4 Procedure of Unit and Lesson Planning.

**UNIT 3: Approaches to Teaching of Social Science**

- 3.1 Methods of teaching social science: Lecture, discussion and project method.
- 3.2 Devices and Techniques of teaching social studies- Narration, fieldtrip, storytelling, role play, group and self-study.
- 3.3 Programmed learning, inductive thinking, concept mapping, and problem solving.
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical Chart, Maps & Globes, use of different types of Board (Smart boards, Chalk Board, Flannel Board).

**UNIT 4: Evaluation of learning in Social science**

- 4.1 Purpose of evaluation in social science.
- 4.2 Techniques of evaluating learner achievement in social science: Written and Oral test.
- 4.3 Construction of teacher made test
- 4.4 Diagnostic test for children with disabilities.

---

**Transaction**

The student–teacher should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures demonstrations school visits and observations to teach this course

---

**Course work/Practical/Field Engagement**

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a Problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop question and achievement test in social science

- Organize activities like quiz, mock- parliament , field trips exhibitions and any other co-curricular activities in schools.

### **Suggested Reading/Learning Reference-**

- Aggrarwal, J.C.(2008) Principles,Methods& Techniques of Teaching.UP: Vikas Publishing House PvtLtd
- Batra,P.(2010) Social science Learning In Schools Perspective and Challenges,Sage Publication PvtLtd:Pap/Com Chauhan,S.S.(2008) Innovations in Teaching Learning Process.UP:Vikas Publishing House PVT Ltd.
- Dhand,H.(2009) Techniques of Teaching New Delhi.New Delhi :APH Publishing Corporation
- Duplass,J.A.(2009) *Teaching Elementary social studies.New Delhi: Atlantic Publishers.*
- Mangal,U.(2005) SamajikShikshan ,ARya Book Depot,New Delhi
- Aggrwal,J. C.(2008). Teaching of Social Studies: A practical Approach (4thEd). UP: Vikas Publishing House pvtltd .
- George,A.M.,&Madam,A.(2009) Teaching Social Science in schools: NCERT,S New Textbook Initiative.
- Mangal, S.K.(2004).Teaching of social Science, Arya Book Depot, Delhi
- Rai,B.C.(1999) Methods of teaching Economic, Prakashan Kendra, Luck now
- Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.
- Sharma,R.N.(2008) Principles and Techniques of Education Delhi: Surjeet Publications
- Singh Y.K. (2009) .Teaching of History: Modern Methods New Delhi :APH Publishing Corporation.
- Stone , R. (2008) Best Practices For Teaching Social studies: What award –Winning Classroom Teachers Do,Crowin CA.



**COURSE – EHBBTY3: PEDAGOGY OF TEACHING MATHEMATICS**

**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Second Semester student will be able to–

- CO1-Explain the Nature and Significance of Mathematics.
- CO2-Explain the Instructional Planning in Mathematics.
- CO3-Explain the Approaches and Methods and Teaching Learning Material of Teaching Mathematics.
- CO4-Explain the Assessment and Evaluation for Mathematics Learning.
- CO5- Skilled in preparing action research & Pedagogical analysis of Mathematics content

---

**UNIT 1: Nature and Significance of Mathematics**

- 1.1 Meaning & nature of Mathematics.
- 1.2 Characteristics of Mathematics.
- 1.3 Importance of Mathematics in school curriculum.
- 1.4 Correlation of Mathematics with other subjects.

**UNIT 2: Instructional Planning in Mathematics**

- 2.1 Aims and objectives of teaching Mathematics in secondary schools.
- 2.2 Bloom's Taxonomy of Educational Objectives
- 2.3 Writing Objective in Behavioral Term.
- 2.4 Lesson Planning: Meaning, Importance & Elements.

**UNIT 3: Methods and Teaching Learning Material of Teaching Mathematics**

- 3.1 Meaning, importance of teaching methods.
- 3.2 Types of teaching methods.
- 3.3 Teaching Learning Aids: Definition and importance.
- 3.4 Teaching Learning material: Types and uses.

**UNIT 4: Assessment and Evaluation for Mathematics Learning**

- 4.1 Assessment: Concept, definition and importance.
- 4.2 Evaluation: Definition and importance.
- 4.3 Formative assessment and Summative assessment.
- 4.4 Achievement Test: Definition, Aims and steps of construction.

---

**Practical/Field Engagement/Project Work**

**(Any one of the Following)**

- I. Preparation of multimedia presentation on a topic with special reference to students with disabilities
- II. Analyzing errors committed by school children in Mathematics and preparing a remedial plan.
- III. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities.

Transactions: Lecture cum demonstration, workshop and Seminars

---

**Suggested Reading/Learning Reference-**

- Carey, L.M. (1988) *Measuring and Evaluating School learning*, Boston: Allyn and Bacon
- Chamber P (2010) *Teaching Mathematics*, Sage Publication, New Delhi
- Chaman, L.R. (1970) *The Process of Learning Mathematics*, New York: Pergamon Press.
- David A.H. (2007) *Teaching Mathematics Meaningfully: Solution for Reaching Struggling Learners*, Canada: Amazon Book
- David, W. (1998) *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H.N. & Shankara, V (1984) *Content-cum-Methodology of Teaching mathematics*, NCERT, New Delhi
- James, A (2005) *Teaching of Mathematics*, New Delhi: neelkamal Publication
- Kumar, S. (2009) *Teaching Mathematics*, New Delhi: Anmol Publication
- Mangal, S.K. (1993) *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- UNESCO. *The UNESCO Source Book for Mathematics Teaching*. UNESCO, Paris.
- NCERT, (2005). *National Curriculum Framework- 2005* NCERT New Delhi.
- NCERT, (2009). *National Curriculum Framework- 2009*, NCERT. New Delhi.
- *Teaching of Mathematics (ES-342) Block 1-4* (2009). IGNOU, New Delhi
- *Text Book of Mathematics for Class-VI to X* (2006) NCERT, New Delhi

COURSE – EHBBTY4: **हहन्दी हिक्षण**

**पाठ्यक्रम के उद्देश्य –**

**MARKS: 100 | CREDITS: 4 | 4+2 Hrs./Wk**

प्रस्तुत पाठ्यक्रम द्वारा बी.एड. विशेष वशक्षा-अविगम अक्षमता के विद्यार्थी इस योग्य होंगे वक-

- CO1-गद्य का स्िरूप एि विशेषताओं का िनि करेंगे
- CO2-गद्य की पाठयोजना वनमाणर्करेंगे
- CO3-पद्य का स्िरूप विश्लेषर् करेंगे
- CO4-पद्य की पाठयोजना वनमाणर् कर करेंगे
- CO5-वहन्दी भाषा में व्याकरर् का स्िरूपका विश्लेषर् करेंगे
- CO6-व्याकरर् वशक्षर् के उद्देश्य, महत्ि एि विवि्याँ की रचना करेंगे
- CO7-मॉडल ऑफ टीवचंग का वहन्दी वशक्षर् प्रयोग करेंगे
- CO8-वहन्दी भाषा वशक्षर् में स्लू ना संचार तकनीवक का प्रयोग करने में भाषाई कौशल और उनका महत्ि का िनि करेंगे

**इकाई १ : भाषा ,हहन्दी भाषा की प्रकृ हि एवं प्रयोज्यता और पाठ्यवस्िु संवर्धन**

- भाषा का प्रत्यय और उपयोगता, बोली और मानक भाषा का प्रत्यय ।
- भाषा का क्पाएि एक उपकरर् के रूप में इसका उपयोग तर्था भाषा अध्यापन के वसद्ांत ।
- मूल -भू भाषा कौशलों – श्रिर्िचन, पठन, और लेखन का पररचय(भवू मका एि विवि्याँ) ।
- वहन्दी सावहत्य का सामान्य पररचय ,वहन्दी गद्य एि पद्य सावहत्य की वििाओ की सामान्य पररचय,प्रमुख सावहत्य एि सावहत्यकार के नाम ।

**इकाई २ : भाषा अहर्गम की प्रकृ हि और पाठ हनयोजन**

- इकाई वनयोजन पररचय और प्रवकया, पाठ योजना- पररभाषा,तत्ि एि उपागम और पाठ योजना के चरर् और उनका वक्रयाव्यन ।
- भाषा वशक्षर् में ििशब्द विस्र्था स्िरि, व्यंजन,अक्षर, ितणनी, वलंग, िचन,िाक्य के अंग ,िाक्य के भेद, कारक वचन्ह का अध्ययन ।
- वहन्दी वशक्षर् के ज्ञानात्मक ,बोिात्मक ,कौशलात्मक और भािनात्मक उद्देश्यों का वनिणर्
- विवशष्ट उद्देश्यों का व्यािहारक शब्दािली मे लेखन ।

**इकाई ३ : हहन्दी की हवहवर् हवर्ाओं के हिक्षण की हवहर्यो का पररचय और उपयोग**

- गद्य वशक्षर् की अर्थणबोि ,व्याख्या विस्लेषर् और संयुक्त विवि का पररचय और इनकी समीक्षा ।
- पद्य वशक्षर् की शब्दार्थण कर्धन ,खंडान्िय ,व्यास और समीक्षाविवि का पररचय
- माध्यवमक स्तर पर व्याकरर् वशक्षर् की आश्यकता, उपयोगता,व्याकरर् वशक्षर् की विवि –वनगमन,आगमन ,पाठ्यपुस्तक विविओं का मूल यांकन
- भाषा वशक्षर् की प्रमुख विविर्यो के नाम एि प्रदाता के नाम, वशक्षर् उपकरर्ोंका संप्रत्यय ,उद्देश्य और उपयोगता।

### इकाई ४ : भाषा अहर्गम, एवं िब्द- सृजन प्रक्रिया एवं मूलयांकन की प्रवहर्

- भाषा वशक्षर् के दौरान शब्द- सृजनका प्रयोग-शुद्-अशुद् , पयाणयािची शब्द, देशज- विदेशज शब्द ।
- भाषा वशक्षर् के दौरान शब्द- सृजनका प्रयोग – उपसगण ,प्रत्यय ,संवि वशक्षर्,समास वशक्षर् ।
- भाषा में मूल यांकन की संकल्पना ,उद्देश्य और महत्ि एि प्रकार , और सतत एि व्यापक मूल यांकन।
- श्रुतलेख,सुलेख,अनुलेख,प्रवतलेख,कक्षागत पाठ्य सहगामी गवतविवियो : -गीत ,अवभनय, सांिद वक्रयाकलाप,नेतृत्ि के गुर् और पोटणफोवलयो बनाना ।

### संद्भ पुसिके –

- वहन्दी वशक्षर् : अवभनि आयाम , डॉ श्रुवतकान्त पाण्डेय अकसीस प्रकाशन ,दररयागंज नई वदलली 2010 •
- वहन्दी वशक्षर् ,उमा मंगल ,आयण बुक वडपो करोल बाग नई वदलली 2005
- वहन्दी वशक्षर् ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदर ,आगरा 2005
- वहन्दी सावहत्य का इवतहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई वदलली 2006 •
- वहन्दी वशक्षर् रमन वबहारी लाल ,रस्तोगी प्रकाशन ,मेरठ 2002
- वहन्दी वशक्षर् ,सावित्री वसंह इंटरनेशनल प्रकाशन हाउस मेरठ 2004

---

**COURSE – EHBITY5: PEDAGOGY OF TEACHING ENGLISH****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Second Semester student will be able to–

- CO1-Explain the Nature of English Language & Literature.
- CO2-Explain the Approaches and Method of Teaching English.
- CO3-Explain the Instructional Materials and Evaluation.
- CO4-Explain the Evaluation
- CO5- Skilled in preparing action research & Pedagogical analysis of English content

---

**UNIT 1: Nature of English Language & Literature, Instructional Planning**

- 1.1 Language-definition.
- 1.2 Principles of Language Teaching.
- 1.3 Procedure of Lesson Planning (Prose,Poetry,Grammar).
- 1.4 Planning and adapting lesson for children with Disabilities.

**UNIT 2: Approaches and Method of Teaching English**

- 2.1 Communicative language teaching.
- 2.2 Structural and constructive approach.
- 2.3 Development of four basic language skills: Listening, Speaking, Reading and Writing.
- 2.4 Techniques in developing language teaching children with disabilities.

**UNIT 3: Instructional Materials and Evaluation**

- 3.1 The use of the instructional aids for effective teaching of English.
- 3.2 Adaptations of teaching materials for children with disabilities.
- 3.3 Individualized assessment for children with Disabilities.
- 3.4 Instructional materials-smart/black board, chart, flash card, word card, models, OHP.

**UNIT 4: Evaluation**

- 4.1 Testing Language skills and Language element (Vocabulary, Grammar and Phonology).
- 4.2 Adaptation in Evaluation for Children with Disabilities.
- 4.3 Test for the special student –language development, reading skills.
- 4.4 Diagnostic Test: Definition, characteristics and importance.

---

**Transaction:**

This course should be taught through a series of workshop, seminars and presentation. Lectures, demonstration and discussion for theory based topic. Student should be encouraged to use instructional material in their practice of teaching lesson. Adaptation in pedagogy, material and evaluation should be taught through workshops and specific case studies

---

**Course Work/Practical/Field Engagement**

- Design teaching Programmed based on error analysis
- Develop an action research plan for measuring the effectiveness of a given teaching approach in English
- Develop lesson plan for the teaching of prose and poetry

- Critically analyze any one poem or essay of a well known poet or writer

### **Suggested Reading/Learning Reference-**

- Allen ,H. &Cambell, R.(1972).Teaching English as Second Language ,McGraw Hill New york
- Bharti,T.&Hariprasad,M(2004)Communicative English,NeelkamalPublication,s Hyderabad.
- Mangal S. K.*Teaching of science*, New Delhi: Arya Book Depot
- Bhatia,K.K.(2006) Teaching and Learning English as a Foreign Language .Kalyani Publications Hyderabad
- Grellet,F.(1980) Developing Reading Skills,Cambridge University Press ,New york
- IGNOU CTE-02Certificate in Teaching of English(1989).the Structure of English,IGNOU, New Delhi
- IGNOU EEG-02Elective Course in English(1989).The Structure of Modern English Block(1 To &7 ).IGNOU,New Delhi
- Agnihotri,R.K.&Khanna,A.L.(ed.)(1996).English Grammar in Context, Ratnasagar,Delhi
- Bhatia,K.K.&Kaur,N.(2011).Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers
- Bindra,R.(2005). Teaching of English. Jammu: RadhaKrishnaAnand and co.
- Brumfit,C.J.& Johnson(Ed.)(1979).The Communicative Approach To Language Teaching, Oxford University Press, Oxford
- Bryne,D.(1988) Teaching Writing Skills, Longman, England
- Krashen,D(1992) Principles and Practice in Second Language Acquisition, Pergamum press Oxford.
- Krishna Swamy(2003)Teaching English: Approaches, methods and Techniques ,Macmillan Publication, New Delhi
- Sachdeva,M.S.(2007) Teaching of English. Patiala: Twenty First Century Publications.
- SahuB.K(2004)Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik,M.& Gosh R.N.(2005)Techniques of teaching English, Neel Kamal Publications, Hyderabad.
- Sharma,P.(2011) Teaching of English: Skill and Method Delhi: Shipra Publication

**COURSE- EHBGA1: DRAMA AND ART IN EDUCATION**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Second Semester student will be able to–

- CO1-understand different forms of art
  - CO2-appreciate the role of art in human life
  - CO3-be able to undertake creative initiatives in the field of drama and art for better learning
  - CO4-be able to understand the various forms of music
- 

**WORKSHOP-I Introduction to art Education**

- Art and art education: Meaning ,scope and difference
- Artistics expressions :Meaning and strategies to facilities
- Art therapy: concept and application to students with and without disabilities

**WORKSHOP-II: EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS-Suggested themes**

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts.
- Drama in education: curricular areas to be practiced by student teachers.

**WORKSHOP-III: ART AND CRAFT-Suggested themes:**

- Thematic content: Poster making, origami and paper crafts, painting, drawing, pottery, terracotta, or any other relevant form of fine art.
- Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.
- Preparing and presenting techniques for effective classroom learning by developing aids

**WORKSHOP-IV: MUSIC -Suggested themes:**

- Understanding various forms of music, Classical music – vocal and instrumental; various kinds of folk music; Relating music to other arts; Understanding evaluation criteria and designing music related programmes involving school children
- Including Music into school situations: Prayer (All faith prayers, Patriotic), Games

---

**Mode of transaction:** (i) talks (ii) Critical Reading (iii) Engagement in activities for different creative expressions in group and in individual involving critical awareness, probing into and exploring the society and the world around, structured exercises for coordinating, enhancing and translating imagination into physical expression, situation building

**Evaluation scheme:** Grades and credits will be awarded on practical performance and participation for enthusiastically and democratically organising such activities and demonstrating ability to use the learned ideas into practice, ability to design and undertake dramatics and other art forms in education and

*develop justifiable evaluation criteria so as to become able leaders for promoting co-curricular activities in the schools*

---

### **Suggested Readings**

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8-11
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L. & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142-154). Reston, VA: National Art Education Association.



---

**COURSE-EHBBTT2: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. HI Second Semester student will be able to–

- CO1-Explain the Curriculum Designing
  - CO2-Explain the learning hierarchies to help planning.
  - CO3-Explain the different instructional planning and its use.
  - CO4-Explain the Demonstrate skills in applying different adaptations for inclusive education.
  - CO5-Explain the effective use of different forms of evaluation.
- 

**Unit 1: Curriculum and Its' Designing**

- 1.1. Curriculum-Concept, Types
- 1.2. Principles of Curriculum planning
- 1.3. Approaches and Process of Curriculum designing
- 1.4. Curricular needs of children with hearing impairment in scholastic areas

**Unit 2: Developing Literacy Skills: Reading**

- 2.1. Reading meaning and Pre-requisites of reading
- 2.2. Types of reading a) purpose base b) style of reading
- 2.3. Approaches and Strategies to develop reading skills
- 2.4. Models of reading skills(top- down, bottom- up, interactive)

**Unit 3: Developing Literacy Skills: Writing**

- 3.1. Writing meaning, Pre-requisites of writing.
- 3.2. Assessment of written language at different levels
- 3.3. Types of writing (copying ,guided writing)
- 3.4. Steps and Strategies in Developing Writing

**Unit 4: Curricular Adaptation & Evaluation**

- 4.1. Curricular Adaptation- Meaning and Principles
- 4.2. Curricular Evaluation-Concept, Need
- 4.3. Types of Adaptation
- 4.4. Adaptation in Student's Evaluation and Examination

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Adapt a lesson according to the needs of the identified student/class
  - Plan a differentiated lesson for a given class
  - Evaluate a textbook to develop a rubrics an evaluation tool
  - Prepare a blueprint
  - Prepare a portfolio
- 

**MODE OF TRANSACTION & EVALUATION**

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a HI student .Hence direct instruction alone will not help. Experiential method, task analysis, discussion, debates; teach re-teach cycles are a must.

---

Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

---

**Suggested Reading/Learning Reference-**

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs, 2003
- Joyce, S. Choate et al: Assessing and programming basic curriculum skills, 1987
- Margo, A. Mastropieri & Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- McIntyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and Bacon, 1989.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families. Amazon
- Pathak, K.K. (2015) Inclusive Language & Communication. SR. Publication, New Delhi
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Guralnick, M, J, (2005). The Developmental Systems Approach to Early Intervention. London: PAUL H Brooks
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Ling, D. (2000). Early Intervention For Hearing Impaired Children. Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd for university press
- Mahshie S. N. (1995) educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, Canali & Vecchiato (2002). Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon
- Bess, F.H., & Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.

- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd , 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009). *Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers* .Amazon Pub.
- Lynas, Wendy (1994). *Communication Options in the Education of Deaf Children*. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). *Principles of Hearing Aid Audiology*. London: Whurr Publishers.
- Mathew, S.M. (2012). *Technology for persons with hearing impairment. Status of Disability in India-2012*. New Delhi: RCI
- Moores, Donald, F (1997). *Educating the deaf*, Houghton Nifflin Compan
- Rapp, W.H. (YNK). *Universal design for learning in action*. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), *The joy of learning signs*, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). *Psychological, Social and Educational Dimensions of Deafness*. Boston: Allyn and Bacon

**COURSE-EHBBLF1: Cross Disability/ Inclusion \***

					MARKS: 50   CREDITS: 2   4 Hrs. /wk
SL. No.	Task for the student-teacher	Disability focus	Education setting	Hrs (60)	Description

1	Classroom Observation	Cross Disability	Special School	20	Observation of all subjects at different level, Minimum 20 school period
2	a. Micro Teaching & Simulated Teaching	General	Institute	20	10 Lesson
3	b. Micro Teaching & Simulated Teaching	Major Disability/ Inclusive setup	Institute	20	10 Lesson

**\*Note:** The evaluation will be based on their detailed learning how to conduct the test record and OR analyze the finding as well as their performance in the practical and viva voce examination.

Schedule for practical for E-2 shall be included in the time table (four weeks may be allocated).

**COURSE – EHBCTT1: BASIC RESEARCH AND BASIC STATISTICS**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Third Semester student will be able to–

- CO1-Explain about the Research.
  - CO2-Explain the Process of Research.
  - CO3-Explain the action research.
  - CO4-Explain the Measures of Central Tendency.
  - CO5- Skilled in preparing TMT & action research
- 

**UNIT 1: Introduction to Research**

- 1.1 Research: Meaning, Definition and Characteristics.
- 1.2 Educational Research: Definition and Nature.
- 1.3 Purpose of Educational Research.
- 1.4 Research in Special Education.

**UNIT 2: Process of Research**

- 3.1 Selection of Problem
- 3.2 Formulation of Hypothesis.
- 3.3 Collection of Data.
- 3.4 Analysis of Data & Conclusion.

**UNIT 3: Action Research**

- 2.1 Meaning & definition of action research
- 2.2 Importance of action research.
- 2.3 Purpose of Action Research.
- 2.4 Process of Action Research.

**UNIT 4: Measures of Central Tendency**

- 4.1 Concept of Measures of Central Tendency.
  - 4.2 Measures of Central Tendency: Mean.
  - 4.3 Measures of Central Tendency: Median.
  - 4.4 Measures of Central Tendency: Mode.
- 

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

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

**MODE OF TRANSACTION:**

Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.

---

### **Practicum/ Field Engagement**

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

### **Suggested Reading/Learning Reference-**

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques* Deep& Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.

---

**COURSE-EHBCTT2: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs./wk**

---

The B.Ed. Spl. Edu. HI Third Semester student will be able to–

- CO1-Explain the Need & Strategies for Early Intervention of Hearing Loss .
- CO2-Explain the Auditory Learning (AVT & Auditory Training) & Speech Reading
- CO3-Explain the Speech Intervention Strategies.
- CO4-Explain the Communication and Language Teaching Strategies.
- CO5-Explain the Educational Intervention Strategies.

**Unit 1: Need & Strategies for Early Intervention of Hearing Loss**

- 1.1 Parent-Infant programmes for children with HI: Overview, need, requirements.
- 1.2 Pre-school training programmes: Overview, need, requirements.
- 1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements.
- 1.4 Impact of early intervention on school outcomes

**Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading**

- 2.1 Auditory training: Importance, types (Individual & Group)
- 2.2 Auditory Verbal Therapy: Principle, philosophy and role of teacher
- 2.3 Auditory Training- Pre-requisites, challenges and Stages
- 2.4 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

**Unit 3: Speech Intervention Strategies**

- 3.1 functions of Speech and characteristics of normal
- 3.2 Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable Unit approach
- 3.3 Aspects of Speech-Segmental, Non Segmental & Supra segmental
- 3.4 Individual and Group speech teaching: concept, Strengths and challenges

**Unit 4: Communication and Language Teaching Strategies**

- 4.1 Communication : Definition , scope
- 4.2 Communication options: Oralism, Total Communication, Bilingualism-philosophy Justification and challenges.
- 4.3 Language: Definition, Nature, Function of Language
- 4.4 Techniques of teaching language to children with hearing Impairment

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

1. Observe any two activities in a Parent-infant programme / pre-school programme and -- write a report.
2. Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training
3. Read and reflect upon five lesson plans for teaching speech to children with hearing impairment
4. Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)
5. Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

---

**MODE OF TRANSACTION&Evaluation :** Lecture cum Demonstration, Role playing, Assignments, Tests

---

**Suggested Reading/Learning Reference-**

- Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching .Amazon
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families .Amazon
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Thieme-Stratton.
- Guralnick, M, J, (2005). The Developmental Systems Approach to Early Intervention. London: PAUL H Brooks
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd , 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Ling, D. ( 2000). Early Intervention For Hearing Impaired Children . Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd for university press
- Mahshie S. N. (1995) educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, Canali & Vecchiato (2002). Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon
- Marschark, Marc Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy Through High School Years. Boston: Andover medical Publishers.
- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company
- Nerbonne, M. A. & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications.



- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hal

---

**COURSE-EHBCTT3: TECHNOLOGY AND DISABILITY**

---

**COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Third Semester student will be able to–

- CO1-Explain the Listening Devices and Classroom Acoustics
- CO2-Explain the Technology for Management for Speech.
- CO3-Explain the Technology Facilitating Language & Communication
- CO4-Explain the Technology Facilitating Education.
- CO5-Explain the Resource Mobilization for Technology.

**Unit 1: Listening Devices and Classroom Acoustics**

- 1.1 Listening Devices, Block diagram of Hearing aids, Classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital)
- 1.2 Ear Moulds: Types, Importance, Care & maintenance
- 1.3 Classroom amplification devices, Hard wire, loop induction, infra-red & FM system
- 1.4 Cochlear Implant & BERA: components, functioning & importance

**Unit 2: Technology for Management for Speech**

- 2.1 Use of computer based speech equipment for management of voice in children with Hearing impairment
- 2.2 Speech trainer: concept, its part & types
- 2.3 Basic infrastructure required for using computer based speech training Equipment
- 2.4 Tele Speech Therapy

**Unit 3: Technology Facilitating Language & Communication**

- 3.1 Low cost technology
- 3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material,
- 3.3 Sign to text and Text to sign technology
- 3.4 Trouble shooting: concept and function

**Unit 4: Technology Facilitating Education**

- 4.1 Technology and its impact on education
- 4.2 Language apps
- 4.3 ICT and education of children with Hearing Impairment: Planning, Implementation, Evaluation of teaching-learning, C-Print technology
- 4.4 Future technologies: Universal Design: Meaning & Scope

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

1. Draw a neat labeled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
2. Prepare a list of agencies for procuring equipment and software for teaching speech
3. Make a story using web based content, pictures, images and video clips
4. Compile different educational apps
5. Compile a list of government and non-government funding agencies for aids &

sapliances

---

**MODE OF TRANSACTION& EVALUATION**

Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

---

**Suggested Reading/Learning Reference-**

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Bess, F.H., & Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams
- Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Thieme-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. Amazon Pub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr Publishers.
- Mathew, S.M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. New Delhi: RCI
- Moores, Donald, F (1997). Educating the deaf, Houghton Mifflin Company
- Rapp, W.H. (Y.N.K). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Stewart, D.A. & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content, Strategies & Curriculum. London : Allyn & Bacon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural

Publishing.

- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hal

**COURSE –EHBCGA1: READING AND REFLECTION ON TEXT**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Third Semester student will be able to–

- CO1-Explain the Reflections on Literacy and Reading Comprehension.
- CO2-Explain the Developing Literacy Skills: Reading.
- CO3-Explain the Practicing Independent Writing
- CO4- Explain the Reading, writing skills and Best practices
- CO5- Skilled in analyzing the reading and writing content

---

**UNIT 1: Reflections on Literacy and Reading Comprehension**

- 1.1 Role of Literacy in Education, Career and Social Life
- 1.2 Basic Braille Literacy
- 1.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning
- 1.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 1.4 Basic Understanding of Reading Comprehension of Children with Disabilities

**UNIT 2: Developing Literacy Skills: Reading**

- 2.1 Literacy Skills: meaning scope reading meaning and Pre-requisites of reading
- 2.2 Types of reading a) purpose base b) style of reading c) level of assessment bases
- 2.3 Approaches and Strategies to develop reading skills and independent reading.
- 2.4 Models of reading skills (top- down, bottom- up, interactive)

**UNIT 3: Practicing Independent Writing**

- 3.1 Writing meaning Pre-requisites of writing.
- 3.2 Assessment of written language at different levels
- 3.3 Types of writing (copying, guided writing ,independent writing)
- 3.4 Steps and Strategies in Developing Writing

**Unit 4: Reading, writing skills and Best practices**

- 4.1 Different types of Reading skills and practices
- 4.2 Prepare a field note
- 4.3 Prepare pedagogical aspects of reading writing
- 4.4 Draft a report on entire activities

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Have a peer editing of independently written essays and discuss your reflections upon this experience

### **MODE OF TRANSACTION**

---

This paper should be taught Lecture cum demonstration, seminars, discussions, debates, presentations, u-tubes and movies to understanding of the issues at hand.

#### **Suggested Reading/Learning Reference-**

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House: New Delhi.
- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd ) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). *Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly*. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment. High Beam*
- May, F. B. (1998). *Reading as communication*. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Pathak, K. K. (2015) *Inclusive language and Communication*. S. R. Publication, New Delhi

**COURSE-EHBCLF1: PRACTICAL DISABILITY SPECIALISATION (PART-C)\***

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	Individualized Teaching lessons on selected subjects	Major Disability	Special school/resource room	5 IEPs
1.4	Lesson planning	Any Disability	Inclusive school	10

- **Note**-\*Minimum of Six weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under **EHBCLF1** and **EHBCEF2** with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.

\* The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva examination.

**COURSE-EHBCEF1: MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C) \***

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

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

Sl. No	Tasks	Educational settings	Specific activities	Hrs	Marks	submission
1	Aural intervention	Institute / Clinic	PTA, Studying 5 Audiograms and noting the diagnosis & recommendations - Use Aided Audiogram for (2 children each)	10	10	
2	Speech intervention	Institute / Clinic	* administration speech assessment (screening) – 2 - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	10	10	
3	Assessment of language	Institute / Clinic	*Studying & describing language tests – 1 *Observations of any one test administration – 2 child	10	10	
4	Learning and practicing ISL	Institute / Clinic/ ISL center	To learn and practice Basic school / vocabulary, Common, phrases, Conversations, Sample subject Texts, Stories in signs.	30	20	
5	Teacher assistant	Special school for children	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home	30	10	

		with Hearing Impairment	work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,			
6	Practicing functioning as a teacher**		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	10	
7	Understanding school examination* *		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents.	12	10	
8	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	10	
9	document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions.	12	10	
				150	100	

\*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva voce examination.

---



**COURSE –EHBDD1: COMMUNITY BASED REHABILITATION**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Fourth Semester student will be able to–

- CO1-Explain the Introduction to Community Based Rehabilitation (CBR).
- CO2-Explain the Preparing Community for CBR.
- CO3-Explain the Preparing Persons with Disability for CBR.
- CO4-Explain the Visit an ongoing CBR program.
- CO5-Skilled to conducting the CBR program.

---

**UNIT 1: Introduction to Community Based Rehabilitation (CBR)**

- 1.1 Concept and Definition of CBR
- 1.2 Principles of CBR
- 1.3 Difference between CBR and Institutional Living
- 1.4 Socio-cultural and Economic Contexts of CBR

**UNIT 2: Preparing Community for CBR**

- 2.1 Awareness Program-Types and Methods
- 2.2 Advocacy - Citizen and Self
- 2.3 Focus Group Discussion
- 2.4 Family Counseling and Family Support Group

**UNIT 3: Preparing Persons with Disability for CBR**

- 3.1 School Education: Person Centered Planning, and Peer Group Support
- 3.2 Transition: Individual Transition Plan, Development of Self Determination and Self-Management Skills
- 3.3 Skill Training for Living within Community
- 3.4 Community Based Employment and Higher Education

**Unit 4: Visit an ongoing CBR program**

- 4.1 Visit an ongoing CBR program and write a report on its efficacy
- 4.2 Program Organize a community awareness
- 4.3 CBR and Corporate Social Responsibility
- 4.4 Scope and Inclusion of CBR in Government Policies and Programs

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- I. Visit an ongoing CBR program and write a report on its efficacy
  - II. Program Organize a community awareness
- 

**MODE OF TRANSACTION:**

Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

**Suggested Reading/Learning Reference-**

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model*. Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances* , — Ministry of Social Welfare, Govt. of India, New Delhi.
- *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva

---

**COURSE – EHBDDTD2: APPLICATION OF ICT IN CLASSROOM****COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

The B.Ed. Spl. Edu. H.I Fourth Semester student will be able to–

- CO1-Explain the Information Communication Technology (ICT) and Special Education .
- CO2-Explain the Use of Media and Computers
- CO3-Explain the Visualizing Technology-Supported Learning Situations
- CO4-Understand the Use of Internet.
- CO5-Skilled in create & develop online account, blogs, ppt & audio video content.

---

**Unit 1: Information Communication Technology (ICT) and Special Education**

- 1.1 Concept, Meaning and Scope of ICT.
- 1.2 Role in ICT for 'Construction of Knowledge'
- 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD
- 1.4 Goal 3 of Incheon Strategy

**Unit 2: Using Media and Computers**

- 2.1 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 2.2 Uses of Audio-Visual Media and Computers (Radio, Script Writing, Television, And Computers)
- 2.3 Importance of Newspaper in Education
- 2.4 Computer as a Learning Tool: Effective Browsing of the Internet for Survey of Educational Sites and Downloading Relevant Material.

**Unit 3: Visualizing Technology-Supported Learning Situations**

- 3.1 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students With Disabilities.
- 3.2 Developing PPT Slide Show for Classroom and Using of Available Software
- 3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects.
- 3.4 Overview of WCAG (Web Content Access Guidelines)

**Unit4: Use of Internet**

- 4.1 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs'
- 4.2 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 4.3 Computer-Aided Learning: Application of Multimedia in Teaching and Learning,
- 4.4 Three A's of ICT Application—Access, Availability, Affordability

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any Two of the following)**

- I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
  - II. Prepare a PPT by inserting photos and videos on a topic of your choice
  - III. Create your email account as well as design a blog
- 

**MODE OF TRANSACTION:**

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

**Suggested Reading/Learning Reference-**

- Abbot, C. (2001). *ICT: Changing Education*. RoutledgeFalmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.
- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*. International Society for Technology in Education.

## **COURSE- EHBDD3: GUIDANCE & COUNSELLING**

### **COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Fourth Semester student will be able to–

- CO1-Explain the Introduction to Guidance and Counseling.
- CO2-Explain the Enhancing Self Image and Self Esteem.
- CO3-Explain the Guidance and Counseling in Inclusive Education.
- CO4-Explain the Counseling and report writing.
- CO5-Skilled in conducting the counseling session and report writing

---

### **Unit 1: Introduction to Guidance and Counseling**

- 1.1 Guidance and Counseling: Definition and Aims
- 1.2 Areas of Guidance and Counseling
- 1.3 Core Conditions in Counseling
- 1.4 Skills and Competencies of a Counselor

### **Unit 2: Enhancing Self Image and Self Esteem**

- 2.1 Concept of Self as Human
- 2.2 Understanding of Feelings and Changes
- 2.3 Growth to Autonomy
- 2.4 Personality Development

### **Unit 3: Guidance and Counselling in Inclusive Education**

- 3.1 Current Status with reference to Indian School
- 3.2 Types of Counseling: Child-Centered, Supportive, Family
- 3.3 Group Guidance: Group Leadership Styles and Group Processes
- 3.4 Challenges in group guidance

### **Unit: 4 Counseling and report writing**

- 4.1 Simulation of a parent counseling session
- 4.2 Report of critical observation of a given counseling session
- 4.3 Report of critical observation of a given counseling session
- 4.4 Role of Teacher in Guiding and Counseling Students with Special Needs.

---

### **Practicum/ Field engagement**

- I. Counseling and report writing on a selected case
- II. Simulation of a parent counseling session
- III. Report of critical observation of a given counseling session

**Mode of Transaction:** The transaction for this course should be done with a perspective to enhance in the student teachers the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counselor in the school setting.

**Suggested Reading/Learning Reference-**

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House, New Delhi.
- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

**Suggested Readings**

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

**COURSE- EHBTD4: BRAILLE AND ASSISTIVE DEVICES**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Fourth Semester student will be able to–

- CO1-Explain the Braille.
  - CO2-Explain the Braille Devices-- Types, Description and Relevance.
  - CO3-Explain the Other Devices – Types, Description and Relevance.
  - CO4-Explain the Children with visual impairment.
  - CO5- able to listing the available devices in the schools & Skilled in create & develop online account, blogs, ppt & audio video content.
- 

**UNIT 1: Braille**

- 1.1 Louis Braille and the Evolution of Braille
- 1.2 Continuing Relevance of Braille vis-a-vis Audio Material
- 1.3 Braille Signs, Contractions and Abbreviations--English Braille
- 1.4 Braille Signs and Symbols—Hindi/Regional Language

**UNIT 2: Braille Devices-- Types, Description, Relevance**

- 2.1 Slate and Stylus
- 2.2 Braille Writer
- 2.3 Electronic Devices— Note takers and Refreshable Braille Displays
- 2.4 Braille Embossers

**UNIT 3: Other Devices – Types, Description, Relevance**

- 3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- 3.2 Geography: Maps--Relief, Embossed, Models
- 3.3 Science Material
- 3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material

**Unit 4: Children with visual impairment.**

- 4.1 Braille Reading and Writing Processes
  - 4.2 Braille Translation Software
  - 4.3 Daisy Books, daisy recording smart phone
  - 4.4 Draw up an item-wise price list of at least ten devices from different source
- 

**Course Work/ Practical/ Field Engagement (Any Two)**

Each Student-Teacher will

- a. Observe at least five devices in use in at least five school periods.
  - b. Prepare a presentation – Oral/ PowerPoint – on the relevance of Braille for children with visual impairment.
- 

**Suggested Reading/Learning Reference-**

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System
-

(1971). The Royal National Institute for the Blind, London.

- Ashcroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.
- Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.
- Manual on Bharti Braille (1980). NIVH, Dehradun.
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.
- Proceedings: National Conference on Past and Present Status of Braille in India (2001). All India Confederation of the Blind, New Delhi.
- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. UNESCO, Geneva.
- Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press, Boston.



**COURSE- EHBTD5: COMMUNICATION OPTIONS: ORALISM**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Fourth Semester student will be able to–

- CO1-Explain the Understanding Hearing Loss in Real Life Context.
  - CO2-Explain the Advance Understanding of Oral Options.
  - CO3-Explain the Skill Development & Implementing Auditory Verbal Therapy.
  - CO4-Explain the Skill development required for oralism
  - CO5- skilled in diagnosing the Hearing Impairment through movie review and case profile.
- 

**UNIT 1: Understanding Hearing Loss in Real Life Context**

- 1.1 Basic Awareness on Paradigms of Deaf & Hard of hearing
- 1.2 Basic Awareness on Deafness and Communicative Access: Challenges
- 1.3 Basic features of inclusive school and team in inclusive education
- 1.4 Neural Plasticity - concept & Importance

**UNIT 2: Advance Understanding of Oral Options**

- 2.1 Speech Reading: Need, Role and Strategies
- 2.2 Training and Guidance on Aural Oral Practices for Families
- 2.3 Strengths & challenges of Oralism
- 2.4 How to make schools more conductive for oralism?

**UNIT 3: Skill Development & Implementing Auditory Verbal Therapy**

- 3.1 Pure tone Audiometer –its parts and uses.
- 3.2 Practicing Interpreting Audiograms of children with hearing impairment
- 3.3 Block diagram of Hearing Aid, concept and its part.
- 3.4 Hearing Aid -its types & care and maintenance

**Unit 4: Skill development required for oralism**

- 4.1 Oral/Aural verbal options and realistic expectations of family and teachers.
  - 4.2 Interacting with non disabled children for practicing expansions of deas.
  - 4.3 Interacting with non disabled children for practice to Initiating change.
  - 4.4 Role play and dramatization.
- 

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- ☐ Compiling checklists (at least two) to identify hearing impairment in children
  - ☐ Using the audiograms of children (at least two), identify the audiological needs of each
  - ☐ Profiling the speech of children (at least two) by using a speech assessment kit
- 

**MODE OF TRANSACTION:**

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

---

**Suggested Reading/Learning Reference-**

- Borden, Gloria J., Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams & Wilkins: Philadelphia.
- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice*, Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition And Speech Reception. (Cd)* Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness* . (2010).
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K – 8*. Allyn And Bacon. Boston
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.)*. Plural Publishing Inc, San Diego, CA.
- Dhvani (Marathi). Balvidyalaya – Cym Publication
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000)*. AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). *The Baby is Listening*, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). *50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy*. Learning to Listen Foundation.
- Heller, R. (1999). *Effective Leadership*. Dk Publishing: New York.
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1989). *Foundations of Spoken Language for Hearing Impaired Children*. A.G. Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). *Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children*. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). *Play it by ear! : auditory training g*

**COURSE- EHBDD6: MANAGEMENT OF LEARNING DISABILITY**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Fourth Semester student will be able to–

- CO1-Explain the Learning Disabilities
- CO2-Explain the Assessment of Basic Curricular Skills
- CO3-Explain the Intervention Strategies in Basic Skills of Learning.
- CO4-Explain the Assessment tools of LD
- CO5- Skilled in preparing/developing the screening/assessment tools for diagnosing the LD

---

**UNIT 1: Learning Disabilities**

- 1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- 1.2 Non-verbal learning disabilities
- 1.3 Language Disorders
- 1.4 Associated Conditions: ADHD

**UNIT 2: Assessment of Basic Curricular Skills**

- 2.1 Assessment of Readiness Skills
- 2.2 Assessment of Reading
- 2.3 Assessment of Writing
- 2.4 Assessment of Math skills

**UNIT 3: Intervention Strategies in Basic Skills of Learning**

- 3.1 Language skills
- 3.2 Reading
- 3.3 Writing
- 3.4 Maths skill

**Unit 4: Assessment tools for LD**

- 4.1 Meaning and concept of tools for LD
- 4.2 Uses of tools for LD
- 4.3 Importance of tools for LD
- 4.4 Tools for LD- BCSLD, DTLD & Intelligence test

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- ☐ Prepare of checklist for screening LD
- ☐ Develop teacher made assessment test in any one curricular area for a given child  
Plan appropriate teaching strategies as per the specific needs of a given child with learning disability
- ☐ Develop teacher made assessment test in any one curricular area for a given child

---

**MODE OF TRANSACTION:**

Discussions, debates, simulations, collaborative methods, must be used for transaction.

**Suggested Reading/Learning Reference-**

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H. (1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston.
- Gribben, M. (2012). The study skills toolkit for students

## **COURSE- EHBDTD7: ORIENTATION AND MOBILITY**

### **COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

The B.Ed. Spl. Edu. H.I Fourth Semester student will be able to–

- CO1-Explain the Introduction to Orientation and Mobility.
- CO2-Explain the Human/ Sighted Guide Technique.
- CO3-Explain the Cane Travel Techniques and Devices & Training in Independent Living Skills.
- CO4-Explain the Pre –cane skills
- CO5-Skilled in act to sighted guided to various settings and Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

---

### **UNIT 1: Introduction to Orientation and Mobility**

- 1.1 Orientation and Mobility -- Definition, Importance and Scope
- 1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
- 1.3 Roles of Other Senses in O&M Training
- 1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training

### **Unit 2: Human/ Sighted Guide Technique**

- 2.1 Grip
- 2.2 Stance
- 2.3 Hand Position
- 2.4 Speed Control

### **Unit 3: Cane Travel Techniques and Devices & Training in Independent Living Skills**

- 3.1 Canes -- Types, Parts, Six Considerations
- 3.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
- 3.3 Use of Public Transport
- 3.4 Identification of Coins and Currency Notes

### **Unit4: Pre –cane skills**

- 4.1 Upper and lower body protections
- 4.2 Room familiarization
- 4.3 Eating Skills and Etiquette
- 4.4 Blindfold -- Rationale and Uses for the Teacher

---

### **Course Work/Practical/ Field Engagement**

Undertake any two of the following

- a.** Act as a sighted guide in different situations/settings.
- b.** Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

**Suggested Reading/Learning Reference-**

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina.
- Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. AFB Press, New York.
- Jaekle, R. C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. ChristoffelBlinden Mission, West Sussex.
- Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
- Smith, A. J., & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press, New York.
- Dodds, A. (1986). Mobility Training for Visually Handicapped People. Croom Helm, London.
- Hill, E., & Ponder, P. (1976). Orientation and Mobility Techniques. AFB Press, New York.
- Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. AFB Press, New York.
- Singh, J.P. (2003). Technology for the Blind. Kanishka Publication. New Delhi

## **COURSE- EHBDD8: VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT**

### **COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Fourth Semester student will be able to–

- CO1-Explain the Fundamentals & Assessment of Vocational Rehabilitation.
- CO2-Explain the Vocational Transition & Curriculum Planning.
- CO3-Explain the Process of Vocational Rehabilitation & Placement.
- CO4-Explain the Developing curriculum on any vocational skill.
- CO5-Skilled in developing curriculum & vocational assessment tool

### **Unit 1: Fundamentals & Assessment of Vocational Rehabilitation**

- 1.1. Definition, meaning and scope of Vocational Education
- 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
- 1.3. Approaches and models of Vocational training
- 1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tool

### **Unit 2: Vocational Transition & Curriculum Planning**

- 2.1. Concept, meaning, importance of transition
- 2.2. Vocational transition models
- 2.3. Transitional Planning at pre-vocational & post-vocational level
- 2.4. Development of Individualized Vocational Transitional Plan

### **Unit 3: Process of Vocational Rehabilitation & Placement**

- 3.1. Types of Employment Settings
- 3.2. Process of Job Placement & Creation of Need-based Employment Settings
- 3.3. Adaptations, Accommodation, Safety Skills and First Aid
- 3.4. Self Advocacy & Self Determination Skill Training

### **Unit 4 Developing curriculum on any vocational skill**

- 4.1. Equal opportunities and attitudes towards persons with disabilities
- 4.2 Development of Vocational Curriculum
- 4.3 Visit to any vocation Institution
- 4.4 Approaches & Principles of vocational assessment

---

### **Hands on Experience**

- Developing curriculum on any vocational skill
- Administering any vocational assessment tool
- Visit to any vocation Institution

---

### **Suggested Readings**

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students with Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
- Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
- Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.

- Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.

**COURSE-EHBDTT1: INCLUSIVE EDUCATION**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1Hrs./wk**

The B.Ed. Spl. Edu. H.I Fourth Semester student will be able to–

- CO1-Explain the Introduction to Inclusive Education.
  - CO2-Explain the Policies & Frameworks Facilitating Inclusive Education.
  - CO3-Explain the Inclusive Academic Instructions & Supports for Inclusive Education.
  - CO4- Explain the Supports for Inclusive Education
  - CO5-Skilled in various type activities related to inclusive education
- 

**UNIT 1: Introduction to Inclusive Education**

- 1.1 Inclusive Education: Meaning, Definitions, Need & Importance.
- 1.2 Changing Practices in Education of student with special needs: Segregation, Integration & Inclusion.
- 1.3 Principles of Inclusive Education: Participation & Empowerment.
- 1.4 Barriers to Inclusive Education: Attitudinal, Physical & Instructional.

**UNIT 2: Policies & Frameworks Facilitating Inclusive Education**

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), Jomtien World Declaration for Education for All (1990), and Beijing Declaration (2000).
- 2.2 UNCRPD (2006) and Rights of Persons with Disabilities (RPWD 2016). PWD ACT
- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 Programmes and Schemes: SSA 2000, RMSA 2009,

**UNIT 3: Inclusive Academic Instructions**

- 3.1 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching.
- 3.2 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies.
- 3.3 Stakeholders of Inclusive Education.
- 3.4 Family Support & Involvement for Inclusion.

**UNIT 4: Supports for Inclusive Education**

- 4.1 Community Involvement for Inclusion.
  - 4.2 Their Responsibilities for Inclusive Education
  - 4.3 Any one Inclusive Academic Instructional Strategy
  - 4.4 Mainstream Schools for Children with Disabilities for Inclusive Education
- 

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
  - II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
  - III. Design a Poster on Inclusive Education
-



IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

**MODE OF TRANSACTION:** Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

---

**Suggested Reading/Learning Reference-**

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London:

Unwin Hyman.

- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall, Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Study*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London: Routledge Falmer: Taylor & Francis Group.

## **COURSE-EHBDTT2: PSYCHO SOCIAL AND FAMILY ISSUES**

### **COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. H.I Fourth Semester student will be able to–

- CO1-Explain the overview of Psycho-social Domains.
- CO2-Explain the Family Dynamics.
- CO3-Explain the Nurturing Social Emotional Wellbeing.
- CO4-Explain the Understanding of Socio Economic Rehabilitation
- CO-Skilled in the Observe and identify psycho-social problems of any H.I student of the class during school internship programme

---

### **UNIT 1: Overview of Psycho-social Domains**

- 1.1 Psychosocial domains- Meaning and concept
- 1.2 Components of Psychosocial domains - Cognitive, Affective, Social
- 1.3 Various stages of psychosocial development
- 1.4 Psycho-social characteristics of children with H.I

### **UNIT 2: Family Dynamics**

- 2.1 Family: Definition, characteristics and types
- 2.2 Parenting Styles: Authoritarian, permissive and democratic
- 2.3 Family and relationship problems: Cause and effect
- 2.4 Characteristics of a healthy family

### **UNIT 3: Emotional Wellbeing**

- 3.1 Emotional development
- 3.2 factors influencing emotional development
- 3.3 Stress management
- 3.4 Family counseling

### **UNIT 4: Understanding of Socio Economic Rehabilitation**

- 4.1 Socio Economic Rehabilitation
- 4.2 Social Aspects
- 4.3 Factors influencing Socio Economic Rehabilitation
- 4.4 Social skill training

---

### **COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Observe and identify psycho-social problems of any LD student of the class during school internship programme.

---

### **MODE OF TRANSACTION**

This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues at hand.

**Suggested Reading/Learning Reference-**

- Hurlock, E B 2002. Developmental Psychology, Tata Mc Graw –Hill, New Delhi.
- Goldstein, S; Naglieri, J, A., & De Vries, M. (2011): Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment
- Gunton , S(2007) : Learning Disabilities (Social Issues Firsthand)
- Hales G. .2003. Beyond Disability towards an Enabling society.
- Kelly, K& others (2006) : You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder
- Paley, S. 2012. Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage,
- Reid , R & Lienemann, T, O :Strategy Instruction for Students with Learning
- Disabilities, Second Edition (What Works for Special-Needs Learners

**COURSE-EHBDLF1: PRACTICAL CROSS DISABILITY AND INCLUSION\***

				<b>MARKS: 100   CREDITS: 4   8 Hrs. /wk</b>
<b>SL. No.</b>	<b>Task for the student-teacher</b>	<b>Disability focus</b>	<b>Education setting</b>	<b>Submission</b>
1.	Community work / Tour	Community perspective (Anganwadi, Gram panchayat)	Rural / Semi-urban	Visit report
2.	Case Study	Major Disability	Inclusive schools	10 IEP & Case Study

**COURSE-EHBDEF1: OTHER DISABILITY SPECIAL SCHOOL\***

				<b>MARKS: 100   CREDITS: 4   8 Hrs./wk</b>
<b>SL. No.</b>	<b>Task for the student-teacher</b>	<b>Disability focus</b>	<b>Set up</b>	<b>No. of lessons</b>
1	Classroom Teaching	Other than major disability	Special schools for other disabilities	Minimum 15 school periods

**COURSE-ELBDEF2: INCLUSIVE SCHOOL\***

				<b>MARKS: 100   CREDITS: 4   8 Hrs./wk</b>
<b>SL. No.</b>	<b>Task for the student-teacher</b>	<b>Disability focus</b>	<b>Set up</b>	<b>No. of lessons</b>
1	Classroom Teaching	Any disability	Inclusive schools	Minimum 15 school periods

Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva voce examination.

Minimum of six weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-4, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.

CURRICULUM  
FOR  
Two-Year  
B.Ed. Special Education Programme  
(Learning Disability)  
w.e.f- 2023-2025



Department of Education  
Guru Ghasidas Vishwavidyalaya  
(A Central University)  
Bilaspur, Chhattisgarh

### **About of B.Ed. Special Education (L.D.) Programme:**

The B.Ed. Special Education (L.D.) programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. Special Education (L.D.) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and this being teachers for all children.

### **B.ED. Special Education (Learning Disability) Programme**

#### **PROGRAMME OUTCOMES:**

**Following are the outcomes expected from the B.Ed. Special Education(L.D.) Programmes run by the Department of Education, GGV:**

- PO 1.** Function as globally and professionally competent teachers
- PO 2.** Engage themselves in the noble profession as humane teachers laden with traditional and constitutional values
- PO 3.** Contribute towards sustainable development for futuristic society
- PO 4.** Function as sensitive and responsive teachers with multidisciplinary and multicultural perspectives
- PO 5.** Develop themselves holistically through lifelong learning for professional excellence

#### **PROGRAMME SPECIFIC OUTCOMES:**

At the end of the Two-Year Bachelor of Special Education (Learning Disability) degree Programmes:

**PSO 1. Knowledge:** The Prospective School Teachers /Special Educators will demonstrate (i) systematic and extensive content knowledge and understanding of the academic field of Special Education along the philosophical, sociological, psychological, historical foundations as well as along the disciplinary and policy perspectives including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of Special School Education and Special Teacher (ii) procedural knowledge that creates teaching professionals in their respective subject area including Pedagogic knowledge and Technological knowledge and (iii) Meta cognitive knowledge for continuous self development for professional excellence

**PSO 2. Skills:** The Prospective School Teachers /Special Educators will demonstrate (i) Pedagogical and technological skills in one's specialization area and an ability to use established and recent methods, techniques and strategies of teaching, analysis of content and learning conditions, enquiry into the learners' mind and creation of learning situations and materials to design effective teaching-learning environment for Special school disable children within the subject area of specialization. (ii) skills to design equitable and inclusive strategies of evaluation for learning, of learning and as learning (iii) skills for mentoring and counseling the stakeholders

**PSO 3. Ethics and Inclusiveness:** The Prospective School Teachers /Special Educators will demonstrate (i) ability to Plan and adapt educational activities & manage resources in a culturally, socially, constitutionally and psychologically conscious and responsive way, (ii) empathy and respect

for people of diverse abilities, opinions, faiths, cultural background and an attitude to treat them in fair and just way in the educational context, and (iii) a reasonable degree of professional ethics

**PSO 4. Critical and creative thinking:** The Prospective School Teachers /Special Educators will demonstrate (i) a high degree of analytical thinking to pursue the interpretive, normative and critical questions of education for improving the learners, learning environments as well as the education policies and practices of special school education (ii) ability to pursue novel approaches in teaching-learning and establish new benchmarks for school and special school education.

**PSO 5. Communication:** The Prospective School Teachers /Special Educators will demonstrate skills of effective reading, writing, speaking and listening, in personal, instructional as well as in digital context to establish meaningful relationship with stakeholders within and outside the special school.

**PSO 6. Lifelong learning:** The Prospective School Teachers /Special Educators will demonstrate committed efforts in understanding of their 'self' and also the skills of self-paced and self-regulated learning aimed at professional development and at achieving a balanced professional life.

**PSO 7. Collaboration:** The Prospective School Teachers /Special Educators will demonstrate ability to work effectively and respectfully with diverse peer teams or student groups, facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a Special Teacher.

**PSO 8. Management and Leadership:** The Prospective School Teachers /Special Educators will demonstrate capacity of identifying or mobilizing appropriate physical or human resources required for organizing fruitful learning activities within and outside the classroom, as well as that of developing a sustainable and self-reliant school eco-system.

**PSO 9. Social Responsibility:** The Prospective School Teachers/Special Educators will demonstrate capacity of extending their understanding of social dynamics for designing need based community-reach services.

**PSO-10.Rehabilitation:** Develop the knowledge& skills about nature and educational needs for children with disabilities.

Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.

Develop knowledge and skills for professional development.

Develop knowledge & skills about nature and educational needs of children with disabilities as well as of children with learning disabilities in specific.

Develop conceptual understanding of Education provisions and skills for working with children with various disabilities in Special and inclusive settings.



COURS E_CODE	COURSE_NAME	CO	PS O.1	PS O.2	PS O.3	PS O.4	PS O.5	PS O.6	PS O.7	PS O.8	PS O.9	PS O.10	PO 1	P O.2	P O.3	P O.4	
ELBATT1	Human growth & development	CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	2	3	2	3	3	3	2	3	3		3	3	3	3	3
		CO.3	2	3	2	3	3	3	3	3	3		3	3	3	3	2
		CO.4	3	2	3	3	2	2	3	3	3		3	2	2	3	3
		CO.5	3	2	3	3	2	2	3	3	3		3	2	2	3	3
			2.6	2.6	2.6	3	2.6	2.8	2.8	3	3		3	2.6	2.6	3	2.8
ELBATT 2	Contemporary India & Education																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	3	3	3	3	2	2	3		3	2	3	2	3
		CO.5	3	3	3	3	3	3	2	2	3		3	2	3	2	3
			3	2.8	2.6	2.6	2.8	2.8	2	2.6	2.8		3	2.4	2.8	2.6	2.8
ELBTT3	Introduction to sensory disabilities																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	2	2	3	3	2	3	3		3	2	3	3	3
		CO.5	3	3	2	2	3	3	2	3	3		3	2	3	3	3
			3	2.8	2.2	2.8	2.8	2.8	2	3	2.8		3	2	2.4	3	2.8
ELBTT4	Introduction to Neuro developmental disabilities																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	2	2	3	3	2	3	3		3	2	3	3	3
		CO.5	3	3	2	2	3	3	2	3	3		3	2	3	3	3
			3	2.8	2.2	2.8	2.8	2.8	2	3	2.8		3	2	2.8	3	2.8
ELBTT5	Introduction to locomotor & multiple disabilities																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	2	2	2	3	2	3	3		3	2	3	3	3
		CO.5	3	3	2	2	3	3	2	3	3		3	2	3	3	3
			3	2.8	2.2	2.2	2.6	2.8	2	3	2.8		3	2	2.8	3	2.8

ELBTT6	Assessment and Identification of needs																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.3	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
		C0.4	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.5	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
			3	2.6	2.6	2.2	2.6	2.6	1.8	3	2.6	3	2.6	2.6	3	3	2.6
ELBALF 1	Practical-disability specialization and inclusive school																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.3	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
			3.0	2.7	2.3	2.3	2.7	2.7	2.0	3.0	2.7	3.0	2.7	2.7	3.0	3.0	2.7
ELBBTT 1	Learning, teaching and Assessment																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.3	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
		C0.4	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
		C0.5	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
			3	2.8	2.2	2.2	2.8	2.8	2	3	2.8	3	2.8	2.4	2.8	3	2.4
ELBBTY 1	Pedagogy of teaching (any one) Science																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.3	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
		C0.4	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
		C0.5	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
			3	2.8	2.2	2.2	2.8	2.8	2	3	2.8	3	2.8	2.4	2.8	3	2.4
ELBBTY 2	Pedagogy of teaching (any one) Social Science																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		C0.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		C0.3	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
		C0.4	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
		C0.5	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2
			3	2.8	2.2	2.2	2.8	2.8	2	3	2.8	3	2.8	2.4	2.8	3	2.4
ELBBTY 3	Pedagogy of teaching (any one) Mathematics																
		C0.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

		CO.2	2	3	3	3	2	3	2	3			3	3	2	3	
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3	
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.5	2	3	3	2	3	2	3	3			3	2	3	3	
			2.6	2.8	2.8	2.6	2.8	2.6	2.6	2.8			3	2.4	2.8	3	
ELBBTY 4	Pedagogy of teaching (any one) Hindi																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	3	3	3	2	3	2	3			3	3	2	3	
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3	
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.5	2	3	3	2	3	2	3	3			3	2	3	3	
		CO.6	3	2	2	3	3	3	2	3			3	2	3	3	
		CO.7	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.8	2	3	3	2	3	2	3	3			3	2	3	3	
			2.7	2.7	2.7	2.5	2.8	2.5	2.6	2.7			3	2.2	2.8	3	
ELBBTY 5	Pedagogy of teaching (any one) English																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	3	3	3	2	3	2	3			3	3	2	3	
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3	
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.5	3	3	3	2	3	2	3	2			3	2	3	3	
			2.8	2.8	2.8	2.6	2.6	2.6	2.6	2.6			3	2.4	2.8	3	
ELBBTT 3	Curriculum designing ,adaptation and evaluation																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	3	3	3	2	3	2	3			3	3	2	3	
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3	
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.5	2	3	3	2	3	2	3	3			3	2	3	3	
			2.6	2.8	2.8	2.6	2.8	2.6	2.6	2.8			3	2.4	2.8	3	
ELBBGA 1	Drama and Art Education																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
ELBBLF2	Practical : Cross Disability & Inclusion																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	

		CO.2	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.3	2	3	3	2	3	2	3	3			3	2	3	3	
			2.7	3	3	2.3	3	2.3	3	2.7			3	2.3	3	3	
ELBCTT 4	Basic Research & Basic Statistics																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.3	2	3	3	2	3	2	3	3			3	2	3	3	
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.4	2.6	3	2.2	3	2.2	3	2.8			3	2.2	3	3	
ELBCTT 1	Educational Intervention and teaching strategies																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.3	2	3	3	2	3	2	3	3			3	2	3	3	
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.4	2.6	2.6	2.2	3	2.2	3	2.8			3	2.2	3	3	
ELBCTT 2	Technology and disability																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.3	2	3	3	2	3	2	3	3			3	2	3	3	
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.4	2.6	2.6	2.2	3	2.2	3	2.8			3	2.2	3	3	
ELBCGA 1	Reading & reflecting on text																
		CO.1	2	3	3	2	3	2	3	3			3	2	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2	2.2	2.2	2	3	2	3	3			3	2	3	3	
ELBCLF1	Practical: disability specialization																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2	2.3	2.3	3	2.3	3	3			3	2.3	3	3	

ELBCEF1	Main disability special school (related to area C)																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3	2.3	3	3			3	2.3	3	3	
	Skill based optional course (any one of cross disability and inclusion)																
ELBDTD 1	Community based Rehabilitation																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2	3	3			3	2	3	3	
ELBDTD 2	Application of ICT in Classroom																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2	3	3			3	2.2	3	3	
ELBDTD 3	Guidance and counseling																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
ELBDTD 4	Braille and Assistive devices																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2	3	3	

					2			2									
	Skill based optional course (any one of cross disability and inclusion)																
ELBDTD 5	Communication Option:Oralism	C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
ELBDTD 6	Management of learning disability																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
ELBDTD 7	Orientation & mobility																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
ELBDTD 8	Vocational Training transition & job placement																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.4	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3.0	2.2	3.0	3.0			3.0	2.2	3.0	3.0	
ELBDTT 2	Inclusive Education																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	

		CO.2	3	2	2	3	3	3	2	3			3	2	3	3	
		CO.3	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.5	3	3	3	2	3	2	3	2			3	2	3	3	
			3	2.8	2.8	2.4	3	2.4	2.8	2.4			3	2.2	3	3	
ELBDTT 3	Psycho Social and Family issues																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.2	2.2	2.2	2.2	3	2.2	3	3			3	2.2	3	3	
ELBDF 1	Practical Cross disability and Inclusion																
		CO.1	3	3	3	3	3	2	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.0	3.0	3.0			3.0	2.3	3.0	3.0	
ELBDEF 1	Other disability special school																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
ELBDEF 2	Inclusive School																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	

### **Duration of B.Ed. Special Education (L.D.) Programme:**

The B.Ed. Special Education (L.D.) programme is a Two-year (four semesters) full time Professional programme. The attendance of the students in the Department of Education during all the semesters shall be minimum 80% for all course work and 90% practicum and 90% for school internship.

### **Curriculum Framework:**

The details of the curriculum framework along with the aim of the course, course outlines, modes of learning engagement as well as modes of assessment for each course are presented hereunder.

The B.Ed. Special Education (L.D.) curriculum shall comprise of six groups of courses as depicted below:

- Group A** – Core Courses & Pedagogy Courses : Courses in Group A shall provide a conceptual understanding of the concepts of education, teaching and learning and as also situate them in the broader perspective of society and development. They shall help in understanding the nature of the various disciplines and school subjects, setting achievable goals, developing competencies to envision and design learning situations for learners, and enter into the learners' mind to assess the learning.
- Group B** – Cross Disability & Inclusive Education /Optional Courses : Courses in Group B shall enable the prospective teachers become effective teachers to cater the needs of an inclusive school setting and develop their ability to understand as well as cater the need of various other kinds of disability needs. These courses shall also provide opportunities of skill development required for dealing with the chosen area of disability.
- Group C** – Disability Specialization Courses : Courses in Group C shall provide specialization about specific disability to the prospective teachers to be acquainted with some key issues in school education.
- Group D** – Enhancing Professional Capacities : The skill oriented courses under the Group D visualize a set of experiences that shall help the prospective teachers to develop an appropriate self-concept, enhance their self-esteem, and also to enhance their professional capacity.
- Group E** – Practical Related to Disability : Courses in Group E shall provide specialization about specific disability, cross disability and inclusive setting to the prospective teachers to be acquainted with some key issues in school education.
- Group F** – Field Engagement /School Internship : The Group F provides the prospective teachers a context of hands on experience to practice their professional skills in the specific disability, cross disability and inclusive setting and to get a holistic understanding of various complexities in the process of school education.

### DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-A</b> Core Courses	Human Growth & Development	ELBATT1	4	100	50	30	70
	Contemporary India & Education	ELBATT2	4	100	50	30	70
<b>Group-B</b> Cross Disability & Inclusion	Introduction to Sensory Disabilities	ELBATT3	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	ELBATT4	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	ELBATT5	2	50	25	15	35
<b>Group –C</b> Disability Specialization Courses	Assessment and Identification of Needs	ELBATT6	4	100	50	30	70
<b>Group –E</b> Practical Related to Disability	Practical- Disability Specialization and Inclusive School	ELBALF1	2	50	25	50	
	<b>TOTAL</b>		20	500	250	185	315



SEMESTER –II							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-A</b> Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	ELBBTT1	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	ELBBTY1 ELBBTY2 ELBBTY3	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	ELBBTY4 ELBBTY5	4	100	50	30	70
<b>Group –C</b> Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	ELBBTT2	4	100	50	30	70
<b>Group –D</b> EPC	Drama and Art in Education	ELBBGA1	2	50	25	50	00
<b>Group-E</b> Practical Related to Disability	Practical : Cross Disability & Inclusion	ELBBLF2	2	50	25	50	00
<b>TOTAL</b>			20	500	250	185	315
SEMESTER –III							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group –A</b> Core Courses	Basic Research &Basic Statistics	ELBCTT4	2	50	25	15	35
<b>Group –C</b> Disability Specialization Courses	Educational Intervention and Teaching Strategies	ELBCTT1	4	100	50	30	70
	Technology and Disability	ELBCTT2	4	100	50	30	70
<b>Group –D</b> EPC	Reading and Reflection on Text (EPC)	ELBCGA1	2	50	25	50	
<b>Group-E</b> Practical Related to Disability	Practical :Disability Specialization	ELBCLF1	4	100	50	100	
<b>Group –F</b> Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	ELBCEF1	4	100	50	100	
<b>TOTAL</b>			20	500	250	325	175
SEMESTER –IV							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-B</b> Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion)		2	50	25	15	35
	(a) Community Based Rehabilitation	ELBDTD1					
	(b) Application of ICT in Classroom	ELBDTD2					
	(c) Guidance and Counselling	ELBDTD3					
	(d) Braille and Assistive Devices	ELBDTD4					

	Skill Based Optional Course (any one of Disability Specialization)		2	50	25	15	35
	(a) Communication Option :Oralism	ELBDTD5					
	(b) Management of Learning Disability	ELBDTD6					
	(c) Orientation & Mobility	ELBDTD7					
	(d) Vocational Training, Transition & Job Placement	ELBDTD8					
	Inclusive Education	ELBDTT2	2	50	25	15	35
<b>Group –C</b> Disability Specialization Courses	Psycho Social and Family Issues	ELBDTT3	2	50	25	15	35
<b>Group-E</b> Practical Related to Disability	Practical Cross Disability and Inclusion	ELBDLF1	4	100	50	100	00
<b>Group –F</b> Field Engagement/ School Attachment/ Internship	Other Disability Special School	ELBDEF1	4	100	50	100	00
	Inclusive School	ELBDEF2	4	100	50	100	00
<b>TOTAL</b>			20	500	250	395	105
<b>TOTAL CREDITS</b>			<b>80</b>	<b>2000</b>	<b>1000</b>	<b>1090</b>	<b>910</b>

### **Weightage of Evaluation:**

Weightage for Internal and External evaluation for every component in Group A to Group F will be as stated below:

<b>Group</b>	<b>Internal</b>	<b>External</b>
Group A –Core Courses& Pedagogy Course	30%	70%
Group B –Cross Disability & Inclusive Education /Optional Courses	30%	70%
Group C– Disability Specializations Courses	30%	70%
Group D –Enhancing Professional Capacities	100% (As per University guidelines)	
Group E - Practicum Related to Disability	100% (As per University guidelines)	
Group F - Field Engagement /School Internship	100% (As per University guidelines)	

### **Internal Examination Scheme:**

\*Internal and external examination schemes will be decided by the University which is subjected to change from time to time.

---

**COURSE –ELBATT1: HUMAN GROWTH & DEVELOPMENT****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. First Semester student will be able to–

- CO1-Explain the Approaches to Human Development.
- CO2-Explain the Early Year Development.
- CO3- Explain the Adolescence.
- CO4-Explain the Theoretical Approaches to Development.
- CO5-Skilled through the Hand on Experience

---

**UNIT 1: Approaches to Human Development**

- 1.1 Concept and definition of development.
- 1.2 Difference between growth and development.
- 1.3 Nature of development.
- 1.4 Principles of development, Factors influencing development.

**UNIT 2: The Early Year**

- 2.1 Infancy: Concept, Characteristics.
- 2.2 Infancy: Physical development, cognitive development.
- 2.3 Childhood: Concept, Characteristics.
- 2.4 Childhood: Physical development, cognitive development and social development.

**UNIT 3: Adolescence**

- 3.1 Concept & meaning.
- 3.2 Physical development.
- 3.3 Cognitive development.
- 3.4 Challenges of adolescence.

**UNIT 4: Theoretical Approaches to Development**

- 4.1 Cognitive & social-cognitive theories (Bruner, Vygotsky ).
- 4.2 Psychosocial Theory (Erikson).
- 4.3 Psychoanalytic Theory (Freud).
- 4.4 Ecological Theory (Bronfenbrenner).

---

**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 Reading/Learning Reference-**

- Berk, L.E. (2000) *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

---

**COURSE –ELBATT2: CONTEMPORARY INDIA AND EDUCATION****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs./wk**

The B.Ed. Spl. Edu. L.D. First Semester student will be able to–

- CO1-Explain the Philosophical Foundation of Education
- CO2-Explain the Understand the concept of diversity
- CO3-Explain the Contemporary Issues and Concerns
- CO4-Explain the Education Commission and policy (School Education)
- CO5-Skilled through the activities on contemporary issues

---

**UNIT 1: Philosophical Foundation of Education**

- 1.1 Education: Concept, definition and scope.
- 1.2 Philosophies of Education: Idealism, Naturalism.
- 1.3 Classical Indian Perspective: Vedanta, Buddhism.
- 1.4 Indian Philosophers: Vivekananda, Gandhi.

**UNIT 2: Understanding Diversity**

- 2.1 Concept of Diversity.
- 2.2 Types of Diversity: Gender, linguistic, cultural.
- 2.3 Diversity in Learning and Play.
- 2.4 Addressing diverse learning needs of CWSN.

**UNIT 3: Contemporary Issues and Concerns**

- 3.1 Universalization of Elementary Education: objective, importance.
- 3.2 Universalization of Secondary Education: objectives and Problems.
- 3.3 Issues of Quality and Equity: Physical, economic, social and culture.
- 3.4 Equal Educational opportunity: Meaning of equality & constitutional provisions.

**UNIT 4: Education Commission and policy (School Education)**

- 4.1 Constitutional provision: democracy, social justice.
- 4.2 National Commissions & Policies: NPE (1986), NEP 2020.
- 4.3 National Act: RCI Act (1992); NT Act (1999).
- 4.4 NCF (2005), Millennium Developmental Goals (2015).

---

**Some suggested Activities on contemporary issues**

Comparative study of different setting  
Educational Debates & movement  
RTE Act in the Context of Disadvantaged  
Special and Inclusive school  
Education status of various groups  
Conflict & social movement in India: Women, Dalit, Tribal & Disabled  
Human right, Minority right

---

**Suggested Reading/Learning Reference-**

- Aggrwal J.C. (1992) Development and Planning of Modern Education: New Delhi Vikas Publishing House PVT Ltd
- Anand S.P. (1993) The teacher & Education in Emerging Indian society, New Delhi: NCERT

- Bhat B.D. (1996) Educational Document in India, New Delhi: Arya Book Depot.
- Bhatia K & Bhatia B. (1997) The Philosophical & Sociological Foundation, New Delhi Doaba house
- Dubey, S.C. (2001) Indian Society, National Book Trust: New Delhi
- Jagannath, M. (1993) Indian Education in the Emerging society, New Delhi Sterling Publishers Pvt Ltd

#### **Essential Readings**

- Guha, R. (2007) India after Gandhi: The history of the World largest Democracy. Macmillan: Delhi.
- *National Education commission (1964-66) Ministry of Education, Govt of India, New Delhi.*
- *National Policy on Education (1986 & 92) Ministry of Human Resource Development Govt. of India, New Delhi.*
- *Right to education Act (2009) Ministry of Human Resource Development Govt of India, New Delhi.*

**COURSE –ELBATT3: INTRODUCTION TO SENSORY DISABILITIES**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

The B.Ed. Spl. Edu. L.D. First Semester student will be able to–

- CO1-Explain the Hearing Impairment: Nature & Classification.
- CO2 -Explain the Impact of Hearing Loss.
- CO3 -Explain the Visual Impairment & Deaf Blind.
- CO4-Explain the Deaf Blind.
- CO5-Skilled through the develop various checklists.

---

**UNIT 1: Hearing Impairment: Nature & Classification**

- 1.1. Types of sensory impairments: Single& Dual sensory impairment
- 1.2. Importance of hearing and Types of Hearing impairment
- 1.3. Process of hearing
- 1.4. Definition of hearing loss, hearing impaired/ disability/ handicapped

**UNIT 2: Impact of Hearing Loss**

- 2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing Impairment on communication
- 2.2 Language & communication issues attributable to hearing loss and need for early Intervention
- 2.3 Communication options
- 2.4 Restoring techniques using human (interpreter) & technological support (hearing devices)

**UNIT 3: Visual Impairment**

- 3.1 Visual Impairment- Definition, causes, characteristics
- 3.2 Process of Seeing and Common Eye Disorders.
- 3.3 Low Vision— Definition, and prevention.
- 3.4 Importance of Early Identification and Intervention.

**UNIT 4: Deaf Blind**

- 4.1 Deaf-blindness: Definition.
- 4.2 Classification, characteristics of Deaf blind
- 4.3 Importance of Early Identification and Intervention.
- 4.4 Functional Assessment Procedures and Educational Implication

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness

---

**MODE OF TRANSACTION:** Visits, Observations, Videos and Interactions with Students with Disabilities

### Suggested Reading/Learning Reference-

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on Deaf blindness (2005). Sense International India. Retrieved online on 24/4/2015 from [http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining- module-for- resource-teachers-for-disable- children%2FModule%2520%2520Deafblindness.pdf%2Fat\\_download%2Ffile&ei=LkY6VdGloIKymAW604CgDg&usg=AFQjCNHxJc90azS1f-TSI\\_HgQqjKxWjs\\_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY](http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining- module-for- resource-teachers-for-disable- children%2FModule%2520%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGloIKymAW604CgDg&usg=AFQjCNHxJc90azS1f-TSI_HgQqjKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY)
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.
- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and ChristoffelBlinden Mission; Delhi: R.K. Printers.



- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the Blind.
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

**COURSE –ELBATT4: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

The B.Ed. Spl. Edu. L.D. First Semester student will be able to–

- CO1-Explain the Learning Disability: Nature, Needs and Intervention.
- CO2-Explain the Intellectual Disability: Nature, Needs and Intervention.
- CO3-Explain the Autism Spectrum Disorder: Nature, Needs and Intervention.
- CO4- Explain the Person with Leprosy cured
- CO5-Skilled through various preparing plans and tools

---

**UNIT 1: Learning Disability: Nature, Needs and Intervention**

- 1.1 Definition, Types and Characteristics
- 1.2 Tools of Assessment
- 1.3 Strategies for reading, Writing and Maths
- 1.4 Individualized Education Plan for LD

**UNIT 2: Intellectual Disability: Nature, Needs and Intervention**

- 2.1 Definition, Types and Characteristics
- 2.2 Tools of Assessment, Assistive Devices
- 2.3 Strategies for Functional Academics and Social Skills, Life Skill Education
- 2.4 Individualized Education Plan.

**UNIT 3: Autism Spectrum Disorder: Nature, Needs and Intervention**

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Instructional Approaches
- 3.4 Teaching Methods, Vocational Training

**Unit 4: Person with Leprosy cured**

- 4.1 Definition and Characteristics
- 4.2 Prevention of Leprosy
- 4.3 Characteristics of Leprosy cured
- 4.4 Causes of Leprosy

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Prepare a Individualized Education Plan for LD Child
- Prepare a life skill curriculum for ID
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism

---

**Suggested Reading/Learning Reference-**

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.

- Bala, M.J. (2004). *Methods of Teaching Exceptional Children*. Discovery, New Delhi.
- Browning, R. E. (2004). *Teaching Students with Behaviour and Severe Emotional Problems*.  
<http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf>
- Higgins, J. (2003) *Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders*. PRO-ED, Austin.
- Moyes, R.A. (2010). *Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies*. Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). *Transition services in Special Education*, Allyn& Bacon, London.
- Reddy G.L., & Rama, R. (2000). *Education of Children with Special Needs*. Discovery Pub, New Delhi. RCI B.Ed.Spl.Ed. Curriculum Page 70 15 May 2015
- Simpson, R. L., & Myles, B. S. (2008). *Educating Children and Youth with Autism: Strategies for Effective Practice*. Pro Ed. Texas.
- Smith, D.D. (2003). *Introduction to Special Education Teaching in an Age of opportunity*. Allyn& Bacon, Boston.
- Strichart, S. S. (1993). *Teaching Study Strategies to Students with Learning Disabilities*. Allyn& Bacon, Boston.
- Swady, E.R. (1989). *Diagnosis & Correction of Reading, Difficulties*. Allyn& Bacon, Boston.
- Taylor, B. (1988). *Reading Difficulties: Instruction and Assessment*. Random House, New York.
- Wong, B. Y. L. (1996). *The ABCs of learning disabilities* (1st ed.) Academic Press, San Diego, CA.

**COURSE –ELBATT5: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

The B.Ed. Spl. Edu. L.D. First Semester student will be able to–

- CO1-Explain the Cerebral Palsy (CP).
- CO2-Explain the Polio, Spinal Cord Injuries and Muscular Dystrophy.
- CO3-Explain the Multiple Disabilities
- CO4- Explain the mental illness
- CO5- Skilled through various activities in reference to disabilities

---

**UNIT 1: Cerebral Palsy (CP)**

- 1.1. CP: Nature, Types and Its Associated Conditions
- 1.2. Assessment of Functional Difficulties
- 1.3. Provision of education, Therapeutic Intervention
- 1.4 Implications of Functional Limitations of Children with CP in Education

**UNIT 2: Polio, Spinal Cord Injuries and Muscular Dystrophy**

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and education
- 2.4. Implications of Functional Limitations for Education

**UNIT 3: Multiple Disabilities**

- 3.1 Multiple Disabilities: Meaning and Classifications
- 3.2 Cause and type of multiple disabilities
- 3.3 Educational management
- 3.4 Effects of multiple disabilities

**Unit4: Mental illness**

- 4.1 Definition of mental illness
- 4.2 Mental health and problems
- 4.3 Types of mental illness
- 4.4 Cause of mental illness

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any one of the following)**

- Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
- Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

**MODE OF TRANSACTION:**

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

---

**Suggested Reading/Learning Reference-**

- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Care giving*. A Johns Hopkins Press Health Book.
- SarvaSikshaAbhiyan. Module on Cerebral Palsy. [http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at\\_download/file](http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file)
- SarvaSikshaAbhiyan . Module on Multiple Disabilities. [http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disabchildren/Module%203%20Multiple%20Disability.pdf/at\\_download/file](http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disabchildren/Module%203%20Multiple%20Disability.pdf/at_download/file)

**COURSE- ELBATT6: ASSESSMENT AND IDENTIFICATION OF NEEDS**

**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. LD First Semester student will be able to–

- CO1-Explain the concept, the history, characteristics and causes of Learning Disability.
- CO2-Explain the various types of Learning Disability.
- CO3-Explain the assessment tools and procedures for Learning Disability diagnosis.
- CO4-Explain the Assessment of Curricular Areas.
- CO5- skilled in diagnosing the learning disability through movie review and case profile.

---

**UNIT 1: Introduction to Learning Disability (LD)**

- 1.1 Learning Disability: Concept and Definition
- 1.2 History of LD
- 1.3 LD: Characteristics
- 1.4 Causes of LD- Medical and Social

**UNIT 2: Types of LD**

- 2.1 Specific LD in Reading
- 2.2 Specific LD in Writing
- 2.3 Specific LD in Mathematics
- 2.4 Non Verbal Learning Disability

**UNIT 3: Tools & Domains of Assessment of Learning Disability**

- 3.1 Assessment tools – (SPM, CPM, DTLTD, BCSLD), CRTs and NRTs
- 3.2 Motor
- 3.3 Cognitive & Perceptual
- 3.4 Social-Emotional

**UNIT 4: Assessment of Curricular Areas**

- 4.1 Readiness skills
- 4.2 Reading
- 4.3 Writing
- 4.4 Mathematics

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Movie review to understand the condition of LD
- Diagnosing the case based on case profiles

---

**MODE OF TRANSACTION:**

This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the process of arriving at differential diagnosis.

**Suggested Reading/Learning Reference-**

- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.
- Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
- Lerner, J W.2000. Learning Disabilities: Houghton Mifflin
- Jena SPK 2013. Specific Learning Disabilities: Theory to Practice New Delhi; Sage Publications
- Kapur, M John A, Rozario J, Oommen A. NIMHANS index of specific learning disabilities, Bangalore:NIMHANS
- Karanth, Prathibha & Rozario, Joe: Learning disabilities in India willing the mind to learn. New Delhi. Sage, 2003. 978 81 7829 142 0 Rs.595--(371.90954Kar/Roz)
- Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, Ist Edition
- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers

**COURSE-ELBALF1: PRACTICAL- Practical-Disability Specialization and Inclusive School**

**MARKS: 50 | CREDITS: 2 | 4Hrs. /wk**

<b>Task For The Student-Teacher</b>	<b>Disability Focus</b>	<b>Education Setting</b>	<b>Hrs (60)</b>	<b>Description</b>	<b>Marks</b>
Visit	Major Disability / Inclusive School	Major Disability /Special schools for other disability	10	As per School time	10
Classroom Observation	Major Disability	Inclusive/Special school	20	Minimum 20 school Period	15
	Other than major Disability	Special schools for other disability	20	Minimum 20 school Period	15
	Any Disability	Inclusive school	10	Minimum 10 school Period	10

\* Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva voce examination.

Schedule for practical for E-1 shall be included in the time table four weeks may be allocated).



---

**COURSE –ELBBTT1: LEARNING, TEACHING AND ASSESSMENT****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. Second Semester student will be able to–

- CO1-Explain the Human Learning.
- CO2-Explain the Learning Process.
- CO3-Explain the Teaching learning Process, Motivation and Intelligence.
- CO4-Explain the Overview of Assessment and school System.
- CO5-Skilled in report writing on human development phases in teaching learning context

---

**UNIT 1: Human Learning**

- 1.1 Human Learning: Meaning, definition.
- 1.2 Psychophysical Basis of Learning.
- 1.3 Learning theories: Behaviourism-Pavlov, Thorndike, Skinner's theory.
- 1.4 Cognitivism & Social Constructism theories: Piaget, Bandura.

**UNIT 2: Learning Process**

- 2.1 Sensation: Definition and Sensory Process.
- 2.2 Attention: Definition and Affecting Factors.
- 2.3 Perception: Definition and types.
- 2.4 Memory: Definition and types.

**UNIT 3: Teaching learning Process, Motivation and Intelligence**

- 3.1 Maxims of Teaching.
- 3.2 Stages of teaching: Plan, Implement, Evaluate, Reflect.
- 3.3 Motivation: Nature, definition and Maslow's theory.
- 3.4 Intelligence Theories: Two factor theory, Multi factor theory.

**UNIT 4: Overview of Assessment and school System**

- 4.1 Assessment: Conventional meaning and Constructivist perspective.
- 4.2 Assessment of Learning and Assessment for learning: Meaning and Difference.
- 4.3 Comparing assessment, evaluation, measurement, test and examination.
- 4.4 Formative and summative evaluation curriculum based measurement

---

**Engagement with the field as part of course as indicated below:**

- 1. Report submission: Observation of children belonging to any three stages of development and describing applications of development in teaching – learning context

---

**Suggested Reading/Learning Reference-**

- Amin, N (2002) Assessment of Cognitive Development of Elementary school Children Agency. A psychomet approach, Jain Book agency New Delhi
- Chauhan, S.S. (2013) Advanced Educational Psychology, Jain book agency New Delhi
- King- Sear, E.M. (1994) Curriculum Based Assessment in Special Education. Singular publishing group San Diego CA
- Panch, R. (2013) Educational psychology: teaching and learning perspective McGraw hill New Delhi
- Woolfolk, A. Mishra G. & Jha A.K. (2012) Fundamental of Educational Psychology, 11<sup>th</sup> EDN Pearson Publication New Delhi

- Singh ,A.K *Siksha Manovigyaan Motilal banarsidas publ Varanasi*
- Geisinger, K>F. (2013) *APA Handbook of testing and Assessment in Psychology*. Available at APA USA
- Howell, K.W. & Nolet, V (2000) *Curriculum–Based Evaluation: Teaching and decision making* Scarborough ,Ontario Canada Wadsworth
- McMillion J.H. (2001) *Classroom Assessment Principles and Practice for Effective instruction* Allyn and Bacon London And available text book

---

**COURSE – ELBBTY1: PEDAGOGY OF TEACHING SCIENCE****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. Second Semester student will be able to–

- CO1-Explain the Nature and Significance of Science.
- CO2-Explain the Planning for Instruction.
- CO3-Explain the Approaches and Methods of Teaching Sciences.
- CO4-Explain the Learning Resources for Teaching Science, Assessment and Evaluation.
- CO5- Skilled in preparing action research & Pedagogical analysis of Science content

---

**UNIT 1: Nature and Significance of Science**

- 1.1 Nature of Science.
- 1.2 Correlation of Science with other subjects.
- 1.3 Importance of Science in school curriculum.
- 1.4 Role of Science for Sustainable development, Impact of Science on Environment.

**UNIT 2: Planning for Instruction**

- 2.1 Aims and objectives of teaching Science in secondary schools.
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term.
- 2.3 Lesson Planning: Meaning, Importance & Elements.
- 2.4 Unit Planning: Definition, Purpose & Elements.

**UNIT 3: Approaches and Methods of Teaching Sciences**

- 3.1 Meaning, importance of approaches and teaching methods.
- 3.2 Learner centered & teacher centered teaching methods.
- 3.3 Lecture method, demonstration method and problem solving method, project method.
- 3.4 Constructivist approach: comparison of traditional pedagogy & constructivist approach.

**UNIT 4: Learning Resources for Teaching Science, Assessment & Evaluation**

- 4.1 Teaching Learning Aids: Definition and importance.
- 4.2 Science Textbooks: Meaning, characteristics and criteria for evaluation.
- 4.3 Science Laboratory: As a learning resource.
- 4.4 Assessment & Evaluation: Concept, definition and importance, Definition and importance.

---

**Practical/Field Engagement /Project work****Any one of the following**

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from science content keeping student with disabilities in view.
- III. Developing an Action Research Plan on a Problem Related to teaching and learning of science to students with disabilities .
- IV. Construction of a diagnostic test for unit along with a remedial plan.
- V. Comparative analysis of Prescribed Syllabus and textbooks of different Boards Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to student with Disabilities.

### Suggested Reading/Learning Reference-

- Anderson, H. O. Readings in Science Education for the Secondary School. New York
- Brown, R. (1978) *Science Instruction of Visually Impaired Youth*. New York: AFB
- Buxton, A. C. (2010) *Teaching Science in Elementary and Middle School*. New Delhi: Sage Publications
- Bybee, R. (2010b). *The Teaching of science, 21<sup>st</sup>-century perspectives*. Arlington VA: NSTA Press USA
- Fensham, P. J. (1994) *The Content of Science: A Constructive Approach to its Teaching and Learning*. Washington DC: The Falmer Press, USA,
- Gupta, V. K. (1995) *Teaching and Learning of Science and Technology*. New Delhi: Vikas Publishing House Pvt. Ltd
- Henninen, K. A. (1975) *teaching of Visually Handicapped*, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005) *Teaching of Science*. New Delhi: A. P. H. Publishing Corporation.
- Jenkins, E. W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
- Nair, C. P. S. *Teaching Science in our Schools*, S. Chand & Co. Pvt. Ltd. New Delhi.
- Negi, J. S. Bhautik Shikshan, Vinod Pustak Mandir, Agra
- Misra, K. S. *Effective Science Teaching*. Anubhav Publishing House, Allahabad
- NCERT, (2005). *Focus Group Report' Teaching of Science* NCERT New Delhi.
- NCERT, (2006). *National Curriculum Framework- 2005*, NCERT. New Delhi.
- Rawat D. S. Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M. S. *Teaching of Science*, Amol Publications.
- ..Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
- Sharma, S. *Constructivist Approaches to Teaching and Learning*, New Delhi: NCERT
- Sharma, R. C. *Modern Science Teaching*, New Delhi: Dhanpat Rai Publications,
- Sounders *The teaching of Gen. Science in Tropical Secondary Press London School*, Oxford
- Rawat D. S. Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M. S. *Teaching of Science*, Amol Publications.
- UNESCO *The UNESCO Source Book for Science Teaching*. UNESCO, Paris.
- Gupta, S. K. (1983) *Technology of Science Education*, Delhi: Vikas Publishing House Pvt. Ltd.
- Gupta, V. K. (1995) *Reading in Science and Mathematics Education*, Ambala: The associated Press
- Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
- Rao, V. K. (2004) *Science Education*, APH Publishing Corp. New Delhi

---

**COURSE – ELBBTY2: PEDAGOGY OF TEACHING SOCIAL SCIENCE****COURSE OUTCOMES****MARKS: 100 | CREDITS:4| 4+2 Hrs./wk**

The B.Ed. Spl. Edu. L.D. Second Semester student will be able to–

- CO1-Explain the concept, nature and scope of social science.
- CO2-Explain the Curriculum and Instructional Planning.
- CO3-Explain the Approaches to Teaching of Social Science
- CO4-Explain the Evaluation of learning in Social science
- CO5- Skilled in preparing action research & Pedagogical analysis of Social Science content

---

**UNIT 1: Nature of Social Science**

- 1.1 Concept, scope and Nature of Social Science.
- 1.2 Difference Between Social Science and Social studies.
- 1.3 Aims and objective of teaching social science at School level.
- 1.4 Significance of Social Science as a core subject.

**UNIT 2: Curriculum and Instructional Planning**

- 2.1 Organization of social science curriculum at school level.
- 2.2 Instructional Planning: Concept, need and importance.
- 2.3 Unit Plan and Lesson Plan: need and importance.
- 2.4 Procedure of Unit and Lesson Planning.

**UNIT 3: Approaches to Teaching of Social Science**

- 3.1 Methods of teaching social science: Lecture, discussion and project method.
- 3.2 Devices and Techniques of teaching social studies- Narration, fieldtrip, storytelling, role play, group and self-study.
- 3.3 Programmed learning, inductive thinking, concept mapping, and problem solving.
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical Chart, Maps & Globes, use of different types of Board (Smart boards, Chalk Board, Flannel Board).

**UNIT 4: Evaluation of learning in Social science**

- 4.1 Purpose of evaluation in social science.
- 4.2 Techniques of evaluating learner achievement in social science: Written and Oral test.
- 4.3 Construction of teacher made test
- 4.4 Diagnostic test for children with disabilities.

---

**Transaction**

The student–teacher should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures demonstrations school visits and observations to teach this course

---

**Course work/Practical/Field Engagement**

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a Problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities

- Develop question and achievement test in social science
- Organize activities like quiz, mock- parliament , field trips exhibitions and any other co-curricular activities in schools.

**Suggested Reading/Learning Reference-**

- Aggarwal, J.C.(2008) Principles,Methods& Techniques of Teaching.UP: Vikas Publishing House PvtLtd
- Batra,P.(2010) Social science Learning In Schools Perspective and Challenges,Sage Publication PvtLtd:Pap/Com Chauhan,S.S.(2008) Innovations in Teaching Learning Process.UP:Vikas Publishing House PVT Ltd.
- Dhand,H.(2009) Techniques of Teaching New Delhi.New Delhi :APH Publishing Corporation
- Duplass,J.A.(2009) *Teaching Elementary social studies.New Delhi: Atlantic Publishers.*
- Mangal,U.(2005) SamajikShikshan ,ARya Book Depot,New Delhi
- Aggrwal,J. C.(2008). Teaching of Social Studies: A practical Approach (4thEd). UP: Vikas Publishing House pvtltd .
- George,A.M.,&Madam,A.(2009) Teaching Social Science in schools: NCERT,S New Textbook Initiative.
- Mangal, S.K.(2004).Teaching of social Science, Arya Book Depot, Delhi
- Rai,B.C.(1999) Methods of teaching Economic, Prakashan Kendra, Luck now
- Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.
- Sharma,R.N.(2008) Principles and Techniques of Education Delhi: Surjeet Publications
- Singh Y.K. (2009) .Teaching of History: Modern Methods New Delhi :APH Publishing Corporation.
- Stone , R. (2008) Best Practices For Teaching Social studies: What award –Winning Classroom Teachers Do,Crowin CA.

**COURSE – ELBBTY3: PEDAGOGY OF TEACHING MATHEMATICS**

**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. Second Semester student will be able to–

- CO1-Explain the Nature and Significance of Mathematics.
- CO2-Explain the Instructional Planning in Mathematics.
- CO3-Explain the Approaches and Methods and Teaching Learning Material of Teaching Mathematics.
- CO4-Explain the Assessment and Evaluation for Mathematics Learning.
- CO5- Skilled in preparing action research & Pedagogical analysis of Mathematics content

---

**UNIT 1: Nature and Significance of Mathematics**

- 1.1 Meaning & nature of Mathematics.
- 1.2 Characteristics of Mathematics.
- 1.3 Importance of Mathematics in school curriculum.
- 1.4 Correlation of Mathematics with other subjects.

**UNIT 2: Instructional Planning in Mathematics**

- 2.1 Aims and objectives of teaching Mathematics in secondary schools.
- 2.2 Bloom's Taxonomy of Educational Objectives
- 2.3 Writing Objective in Behavioral Term.
- 2.4 Lesson Planning: Meaning, Importance & Elements.

**UNIT 3: Methods and Teaching Learning Material of Teaching Mathematics**

- 3.1 Meaning, importance of teaching methods.
- 3.2 Types of teaching methods.
- 3.3 Teaching Learning Aids: Definition and importance.
- 3.4 Teaching Learning material: Types and uses.

**UNIT 4: Assessment and Evaluation for Mathematics Learning**

- 4.1 Assessment: Concept, definition and importance.
- 4.2 Evaluation: Definition and importance.
- 4.3 Formative assessment and Summative assessment.
- 4.4 Achievement Test: Definition, Aims and steps of construction.

---

**Practical/Field Engagement/Project Work**

**(Any one of the Following)**

- I. Preparation of multimedia presentation on a topic with special reference to students with disabilities
- II. Analyzing errors committed by school children in Mathematics and preparing a remedial plan.
- III. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities.

Transactions: Lecture cum demonstration, workshop and Seminars

---

**Suggested Reading/Learning Reference-**

- Carey, L.M. (1988) *Measuring and Evaluating School learning*, Boston: Allyn and Bacon
- Chamber P (2010) *Teaching Mathematics*, Sage Publication, New Delhi
- Chaman, L.R. (1970) *The Process of Learning Mathematics*, New York: Pergamon Press.
- David A.H. (2007) *Teaching Mathematics Meaningfully: Solution for Reaching Struggling Learners*, Canada: Amazon Book
- David, W. (1998) *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H.N. & Shankara, V (1984) *Content-cum-Methodology of Teaching mathematics*, NCERT, New Delhi
- James, A (2005) *Teaching of Mathematics*, New Delhi: neelkamal Publication
- Kumar, S. (2009) *Teaching Mathematics*, New Delhi: Anmol Publication
- Mangal, S.K. (1993) *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- UNESCO. *The UNESCO Source Book for Mathematics Teaching*. UNESCO, Paris.
- NCERT, (2005). *National Curriculum Framework- 2005* NCERT New Delhi.
- NCERT, (2009). *National Curriculum Framework- 2009*, NCERT. New Delhi.
- *Teaching of Mathematics (ES-342) Block 1-4* (2009). IGNOU, New Delhi
- *Text Book of Mathematics for Class-VI to X* (2006) NCERT, New Delhi



**COURSE – ELBBTY4:हहन्दी हिक्षण पाठ्यक्रम****के उद्देश्य –****MARKS: 100 | CREDITS: 4 | 4+2 Hrs./Wk**

प्रस्तुत पाठ्यक्रम द्वारा बी.एड. विशेष वशक्षा-अविगम अक्षमता के विद्यार्थी इस योग्य होंगे वक-

- CO1-गद्य का स्िरूप एि विशेषताओं का िनि करेंगे
- CO2-गद्य की पाठयोजना वनमाणर्करेंगे
- CO3-पद्य का स्िरूप विश्लेषर् करेंगे
- CO4-पद्य की पाठयोजना वनमाणर् कर करेंगे
- CO5-वहन्दी भाषा में व्याकरर् का स्िरूपका विश्लेषर् करेंगे
- CO6-व्याकरर् वशक्षर् के उद्देश्य, महत्ि एि विवि्याँ की रचना करेंगे
- CO7-मॉडल ऑफ टीवचंग का वहन्दी वशक्षर् प्रयोग करेंगे
- CO8-वहन्दी भाषा वशक्षर् में स्लू ना संचार तकनीवक का प्रयोग करने में भाषाई कौशल और उनका महत्ि का िनि करेंगे

**इकाई १ : भाषा ,हहन्दी भाषा की प्रकृ हि एवं प्रयोज्यता और पाठ्यवस्िु संवर्धन**

- भाषा का प्रत्यय और उपयोगता, बोली और मानक भाषा का प्रत्यय ।
- भाषा का क्पाएि एक उपकरर् के रूप में इसका उपयोग तर्था भाषा अध्यापन के वसद्ांत ।
- मूल -भू भाषा कौशलों – श्रिर्िचन, पठन, और लेखन का पररचय(भवू मका एि विवि्याँ) ।
- वहन्दी सावहत्य का सामान्य पररचय ,वहन्दी गद्य एि पद्य सावहत्य की वििाओ की सामान्य पररचय,प्रमुख सावहत्य एि सावहत्यकार के नाम ।

**इकाई २ : भाषा अहर्गम की प्रकृ हि और पाठ हनयोजन**

- इकाई वनयोजन पररचय और प्रवकया, पाठ योजना- पररभाषा,तत्ि एि उपागम और पाठ योजना के चरर् और उनका वक्रयाव्यन ।
- भाषा वशक्षर् में ििशब्द विस्र्था स्िरि, व्यंजन,अक्षर, ितणनी, वलंग, िचन,िाक्य के अंग ,िाक्य के भेद, कारक वचन्ह का अध्ययन ।
- वहन्दी वशक्षर् के ज्ञानात्मक ,बोिात्मक ,कौशलात्मक और भािनात्मक उद्देश्यों का वनिणरर्
- विवशष्ट उद्देश्यों का व्यािहारक शब्दािली मे लेखन ।

**इकाई ३ : हहन्दी की हवहवर् हवर्ाओं के हिक्षण की हवहर्यो का पररचय और उपयोग**

- गद्य वशक्षर् की अर्थणबोि ,व्याख्या विस्लेषर् और संयुक्त विवि का पररचय और इनकी समीक्षा ।
- पद्य वशक्षर् की शब्दार्थण कर्थन ,खंडान्िय ,व्यास और समीक्षाविवि का पररचय
- माध्यवमक स्तर पर व्याकरर् वशक्षर् की आश्यकता, उपयोगता,व्याकरर् वशक्षर् की विवि –वनगमन,आगमन ,पाठ्यपुस्तक विविओं का मूल यांकन
- भाषा वशक्षर् की प्रमुख विविर्यो के नाम एि प्रदाता के नाम, वशक्षर् उपकरर्ोंका संप्रत्यय ,उद्देश्य और उपयोगता।

### इकाई ४ : भाषा अहर्गम, एवं िब्द- सृजन प्रक्रिया एवं मूलयांकन की प्रवहर्

- भाषा वशक्षर् के दौरान शब्द- सृजनका प्रयोग-शुद्-अशुद् , पयाणयािची शब्द, देशज- विदेशज शब्द ।
- भाषा वशक्षर् के दौरान शब्द- सृजनका प्रयोग – उपसगण ,प्रत्यय ,संवि वशक्षर्,समास वशक्षर् ।
- भाषा में मूल यांकन की संकलपना ,उद्देश्य और महत्ि एि प्रकार , और सतत एि व्यापक मूल यांकन।
- श्रुतलेख,सुलेख,अनुलेख,प्रवतलेख,कक्षागत पाठ्य सहगामी गवतविवियो : -गीत ,अवभनय, सांिद वक्रयाकलाप,नेतृत्ि के गुर् और पोटणफोवलयो बनाना ।

### संद्भ पुस्िके –

- वहन्दी वशक्षर् : अवभनि आयाम , डॉ श्रुतकान्त पाण्डेय अकसीस प्रकाशन ,दररयागंज नई वदलली 2010
- वहन्दी वशक्षर् ,उमा मंगल ,आयण बुक वडपो करोल बाग नई वदलली 2005
- वहन्दी वशक्षर् ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदर ,आगरा 2005
- वहन्दी सावहत्य का इवतहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई वदलली 2006
- वहन्दी वशक्षर् रमन वबहारी लाल ,रस्तोगी प्रकाशन ,मेरठ 2002
- वहन्दी वशक्षर् ,सावित्री वसंह इंटरनेशनल प्रकाशन हाउस मेरठ 2004

---

**COURSE – ELBBTY5: PEDAGOGY OF TEACHING ENGLISH****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. Second Semester student will be able to–

- CO1-Explain the Nature of English Language & Literature.
- CO2-Explain the Approaches and Method of Teaching English.
- CO3-Explain the Instructional Materials and Evaluation.
- CO4-Explain the Evaluation
- CO5- Skilled in preparing action research & Pedagogical analysis of English content

---

**UNIT 1: Nature of English Language & Literature, Instructional Planning**

- 1.1 Language-definition.
- 1.2 Principles of Language Teaching.
- 1.3 Procedure of Lesson Planning (Prose,Poetry,Grammar).
- 1.4 Planning and adapting lesson for children with Disabilities.

**UNIT 2: Approaches and Method of Teaching English**

- 2.1 Communicative language teaching.
- 2.2 Structural and constructive approach.
- 2.3 Development of four basic language skills: Listening, Speaking, Reading and Writing.
- 2.4 Techniques in developing language teaching children with disabilities.

**UNIT 3: Instructional Materials and Evaluation**

- 3.1 The use of the instructional aids for effective teaching of English.
- 3.2 Adaptations of teaching materials for children with disabilities.
- 3.3 Individualized assessment for children with Disabilities.
- 3.4 Instructional materials-smart/black board, chart, flash card, word card, models, OHP.

**UNIT 4: Evaluation**

- 4.1 Testing Language skills and Language element (Vocabulary, Grammar and Phonology).
- 4.2 Adaptation in Evaluation for Children with Disabilities.
- 4.3 Test for the special student –language development, reading skills.
- 4.4 Diagnostic Test: Definition, characteristics and importance.

---

**Transaction:**

This course should be taught through a series of workshop, seminars and presentation. Lectures, demonstration and discussion for theory based topic. Student should be encouraged to use instructional material in their practice of teaching lesson. Adaptation in pedagogy, material and evaluation should be taught through workshops and specific case studies

---

**Course Work/Practical/Field Engagement**

- Design teaching Programmed based on error analysis
- Develop an action research plan for measuring the effectiveness of a given teaching approach in English
- Develop lesson plan for the teaching of prose and poetry

- Critically analyze any one poem or essay of a well known poet or writer

### **Suggested Reading/Learning Reference-**

- Allen ,H. &Cambell, R.(1972).Teaching English as Second Language ,McGraw Hill New york
- Bharti,T.&Hariprasad,M(2004)Communicative English,NeelkamalPublication,s Hyderabad.
- Mangal S. K.*Teaching of science*, New Delhi: Arya Book Depot
- Bhatia,K.K.(2006) Teaching and Learning English as a Foreign Language .Kalyani Publications Hyderabad
- Grellet,F.(1980) Developing Reading Skills,Cambridge University Press ,New york
- IGNOU CTE-02Certificate in Teaching of English(1989).the Structure of English,IGNOU, New Delhi
- IGNOU EEG-02Elective Course in English(1989).The Structure of Modern English Block(1 To &7 ).IGNOU,New Delhi
- Agnihotri,R.K.&Khanna,A.L.(ed.)(1996).English Grammar in Context, Ratnasagar,Delhi
- Bhatia,K.K.&Kaur,N.(2011).Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers
- Bindra,R.(2005). Teaching of English. Jammu: RadhaKrishnaAnand and co.
- Brumfit,C.J.& Johnson(Ed.)(1979).The Communicative Approach To Language Teaching, Oxford University Press, Oxford
- Bryne,D.(1988) Teaching Writing Skills, Longman, England
- Krashen,D(1992) Principles and Practice in Second Language Acquisition, Pergamum press Oxford.
- Krishna Swamy(2003)Teaching English: Approaches, methods and Techniques ,Macmillan Publication, New Delhi
- Sachdeva,M.S.(2007) Teaching of English. Patiala: Twenty First Century Publications.
- SahuB.K(2004)Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik,M.& Gosh R.N.(2005)Techniques of teaching English, Neel Kamal Publications, Hyderabad.
- Sharma,P.(2011) Teaching of English: Skill and Method Delhi: Shipra Publication

**COURSE- ELBBGA1: DRAMA AND ART IN EDUCATION**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. LD Second Semester student will be able to–

- CO1-understand different forms of art
  - CO2-appreciate the role of art in human life
  - CO3-be able to undertake creative initiatives in the field of drama and art for better learning
  - CO4-be able to understand the various forms of music
- 

**WORKSHOP-I Introduction to art Education**

- Art and art education: Meaning ,scope and difference
- Artistics expressions :Meaning and strategies to facilities
- Art therapy: concept and application to students with and without disabilities

**WORKSHOP-II: EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS–Suggested themes**

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts.
- Drama in education: curricular areas to be practiced by student teachers.

**WORKSHOP-III: ART AND CRAFT–Suggested themes:**

- Thematic content: Poster making, origami and paper crafts, painting, drawing, pottery, terracotta, or any other relevant form of fine art.
- Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.
- Preparing and presenting techniques for effective classroom learning by developing aids

**WORKSHOP-IV: MUSIC –Suggested themes:**

- Understanding various forms of music, Classical music – vocal and instrumental; various kinds of folk music; Relating music to other arts; Understanding evaluation criteria and designing music related programmes involving school children
- Including Music into school situations: Prayer (All faith prayers, Patriotic), Games

---

**Mode of transaction:** (i) talks (ii) Critical Reading (iii) Engagement in activities for different creative expressions in group and in individual involving critical awareness, probing into and exploring the society and the world around, structured exercises for coordinating, enhancing and translating imagination into physical expression, situation building

**Evaluation scheme:** Grades and credits will be awarded on practical performance and participation for enthusiastically and democratically organising such activities and demonstrating ability to use the learned ideas into practice, ability to design and undertake dramatics and other art forms in education and

*develop justifiable evaluation criteria so as to become able leaders for promoting co-curricular activities in the schools*

---

### **Suggested Readings**

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8-11
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L. & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142-154). Reston, VA: National Art Education Association.

**COURSE-ELBBTT2: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. LD Second Semester student will be able to–

- CO1-Explain the Curriculum Designing
  - CO2- Explain the different instructional planning and its use.
  - CO3- Explain the Demonstrate skills in applying different adaptations for inclusive education.
  - CO4- Explain the effective use of different forms of assessment & evaluation.
  - CO5- Skilled in preparing lesson according to the needs of the identified student
- 

**UNIT 1: Curriculum Design**

- 1.1 Curriculum Designing– Concept and Definition
- 1.2 Principles of Curriculum Designing
- 1.3 Universal design of learning for curriculum development
- 1.4 Principles of Inclusive Curriculum

**UNIT 2: Instructional Planning**

- 2.1 Models of instructional planning – ADDIE
- 2.2 Bloom’s Taxonomy of learning
- 2.3 Elements of lesson plan - 5E plan
- 2.4 Models of teaching - CAM

**UNIT 3: Adaptation, Modification, Accommodation**

- 4.1 Definition and concept of adaptation
- 4.2 Types of adaptation
- 4.3 Steps of adaptation
- 4.4 IEP- Concept, objectives and steps

**UNIT 4: Assessment & Evaluation**

- 4.1 Assessment& Evaluation- Concept, definition
- 4.2 Types of Assessment- Alternative, Authentic
- 4.3 Evaluation – Formative, Summative
- 4.4 Teacher made test

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Prepare a blueprint

## **MODE OF TRANSACTION & EVALUATION**

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student .Hence direct instruction alone will not help. Experiential method, task analysis, discussion, debates; teach re-teach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

---

### **Suggested Readings:**

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs,2003
- Joyce, S. Choate et al: Assessing and programming basic curriculum skills,1987
- Margo, A. Mastropieri & Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- McIntyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and bacon, 1989.



**COURSE-ELBBLF2: Practical Cross Disability/ Inclusion \***

					MARKS: 50   CREDITS: 2   4 Hrs. /wk
SL. No.	Task for the student-teacher	Disability focus	Education setting	Hrs (60)	Description
1	Classroom Observation	Cross Disability	Special School	20	Observation of all subjects at different level, Minimum 20 school period
2	a. Micro Teaching & Simulated Teaching	General	Institute	20	10 Lesson
3	b. Micro Teaching & Simulated Teaching	Major Disability/ Inclusive setup	Institute	20	10 Lesson

**\*Note:** The evaluation will be based on their detailed learning how to conduct the test record and OR analyze the finding as well as their performance in the practical and viva voce examination.

Schedule for practical for E-2 shall be included in the time table (four weeks may be allocated).

**COURSE – ELBCTT4: BASIC RESEARCH AND BASIC STATISTICS**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. Third Semester student will be able to–

- CO1-Explain about the Research.
  - CO2-Explain the Process of Research.
  - CO3-Explain the action research.
  - CO4-Explain the Measures of Central Tendency.
  - CO5- Skilled in preparing TMT & action research
- 

**UNIT 1: Introduction to Research**

- 1.1 Research: Meaning, Definition and Characteristics.
- 1.2 Educational Research: Definition and Nature.
- 1.3 Purpose of Educational Research.
- 1.4 Research in Special Education.

**UNIT 2: Process of Research**

- 3.1 Selection of Problem
- 3.2 Formulation of Hypothesis.
- 3.3 Collection of Data.
- 3.4 Analysis of Data & Conclusion.

**UNIT 3: Action Research**

- 2.1 Meaning & definition of action research
- 2.2 Importance of action research.
- 2.3 Purpose of Action Research.
- 2.4 Process of Action Research.

**UNIT 4: Measures of Central Tendency**

- 4.1 Concept of Measures of Central Tendency.
  - 4.2 Measures of Central Tendency: Mean.
  - 4.3 Measures of Central Tendency: Median.
  - 4.4 Measures of Central Tendency: Mode.
- 

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

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

**MODE OF TRANSACTION:**

Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.

---

### **Practicum/ Field Engagement**

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

### **Suggested Reading/Learning Reference-**

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Gupta, S. (2003). *Research Methodology and Statistical Techniques* Deep& Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.

**COURSE-ELBCTT1: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES**

**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4+2 Hrs./wk**

The B.Ed. Spl. Edu. LD Third Semester student will be able to–

- CO1-Explain the Conceptual Framework of Educational Interventions.
- CO2-Explain the Reading Interventions.
- CO3-Explain the Writing Interventions.
- CO4-Explain the Interventions for Mathematics.
- CO5-Skilled in preparing intervention plan.

---

**UNIT 1: Conceptual Framework of Educational Interventions**

- 1.1 Definition, purpose of Response to intervention
- 1.2 Steps of intervention
- 1.3 Diagnostic prescriptive teaching
- 1.4 Issues in educational intervention

**UNIT 2: Reading Interventions**

- 2.1 Intervention in reading
- 2.2 Principles of intervention in reading
- 2.3 Strategies for developing word recognition skills
- 2.4 Strategies for developing reading

**UNIT 3: Writing Interventions**

- 3.1 Intervention in writing
- 3.2 Principles of intervention in writing
- 3.3 Strategies for writing
- 3.4 Strategies for inclusion in the classroom

**UNIT 4: Interventions for Mathematics**

- 4.1 Interventions in mathematics
- 4.2 Principles for interventions in mathematics
- 4.3 Strategies for developing mathematical concepts
- 4.4 Accommodations [Calculators, Computers] in the mainstream classroom

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Prepare an educational intervention plan\tool for a given process
- Prepare an educational intervention plan\tool for a given skill
- Plan a parental meet to discuss the intervention goal.
- Collaborate with a specific subject teacher to set an intervention goal

---

**MODE OF TRANSACTION**

This course will be dealt with using lectures followed by projects in specific processing deficits and

specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

---

**Suggested Reading/Learning Reference-**

- Karten, T, J. ([2007]) More Inclusion Strategies that work- aligning student strength with standards. Corwin Press.
- Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.,
- Bird, R The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, Inc
- Das, J. P.: Reading difficulties and dyslexia. New Delhi.
- Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. Dyspraxia. (2nd ed). 2007. Continuum International publishing Group.
- Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
- Lee, S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, 1st Edition,
- Martin, L, C. [2009]. Strategies for Teaching Students With Learning Disabilities: Corwin Press
- Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.
- Narayan J (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.
- Pandey J, and Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects: Sage Publications, New Delhi.
- Venkateshwar lu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications

## **COURSE-ELBCTT2: TECHNOLOGY AND DISABILITY**

### **COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu. LD Third Semester student will be able to–

- CO1-Explain the Technology and Education.
- CO2-Explain the ICT and Multimedia.
- CO3-Explain the Technology for Presentation & Expression (Input and Output.
- CO4-Explain the Technology for Classroom Engagement.
- CO5-Skilled in developing intervention plan.

---

### **UNIT 1: Technology and Education**

- 1.1 Educational Technology – Concept, Definition and Objectives
- 1.2 Approaches of Educational Technology
- 1.3 Assistive Technology: meaning and scope
- 1.4 Role of Assistive Technology for children with LD

### **UNIT 2: ICT and Multimedia**

- 2.1 ICT – Meaning and Definition
- 2.2 Uses of ICT
- 2.3 Multi Media in Education
- 2.4 Advantages and Limitations of Using Multimedia in Education

### **UNIT 3: Technology for Presentation & Expression (Input and Output)**

- 3.1 Classroom Presentation & Expression: meaning & concept
- 3.2 Visual Presentation - Large Print Displays, Smart boards
- 3.3 Auditory - Text to voice, Screen readers
- 3.4 Cognitive – Graphic organisers

### **UNIT 4: Technology for Classroom**

- 4.1 Reading - Talking books, Recorder, Optical character recognition, Speech recognition systems, Reading software
- 4.2 Writing- Alternative writing surfaces, Pencil grips proof
- 4.3 Mathematics- Talking calculators, Computer and Electronic math worksheets
- 4.4 Organising -Highlighter pens, or Highlighter tape, Graphic organisers, Digital organisers

---

### **COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Develop a tool to assess the learning needs for planning compensatory and remedial instruction
- Develop low cost material for presentation (for teachers)
- Develop low cost material for engagement
- Develop low cost material for expression

## **MODE OF TRANSACTION**

This unit focuses on assistive technology, hence while taking it ahead, its important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.

---

### **Suggested Reading/Learning Reference-**

- Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (2nd Edition)
- Das,R.C(1992) Educational Technology : A Basic Text New Delhi :Sterling
- Diane P. Bryant and Brian R. Bryant (2011) :Assistive Technology for People with Disabilities, 2nd Edition.
- Joan Green (2011): The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation.
- Kimberly S. Voss (2005):Teaching by Design: Using Your Computer to Create Materials for Students with Learning Differences.
- Sampath,K etal (1990) Educational Technology. New Delhi: Sterling.
- Albert M. Cook PhD PE and Janice Miller Polgar(2012) :Essentials of Assistive Technologies
- Judy Lever-Duffy & Jean McDonald (2010): Teaching and Learning with Technology (4th Edition)
- Loui Lord Nelson Ph.D. and Allison Posey (2013) :Design and Deliver: Planning and Teaching Using Universal Design for Learning

**COURSE –ELBCGA1: READING AND REFLECTION ON TEXT**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. LD Third Semester student will be able to–

- CO1-Explain the Reflections on Literacy and Reading Comprehension.
- CO2-Explain the Developing Literacy Skills: Reading.
- CO3-Explain the Practicing Independent Writing
- CO4- Explain the Reading, writing skills and Best practices
- CO5- Skilled in analyzing the reading and writing content

---

**UNIT 1: Reflections on Literacy and Reading Comprehension**

- 1.1 Role of Literacy in Education, Career and Social Life
- 1.2 Basic Braille Literacy
- 1.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning
- 1.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 1.4 Basic Understanding of Reading Comprehension of Children with Disabilities

**UNIT 2: Developing Literacy Skills: Reading**

- 2.1 Literacy Skills: meaning scope reading meaning and Pre-requisites of reading
- 2.2 Types of reading a) purpose base b) style of reading c) level of assessment bases
- 2.3 Approaches and Strategies to develop reading skills and independent reading.
- 2.4 Models of reading skills (top- down, bottom- up, interactive)

**UNIT 3: Practicing Independent Writing**

- 3.1 Writing meaning Pre-requisites of writing.
- 3.2 Assessment of written language at different levels
- 3.3 Types of writing (copying, guided writing ,independent writing)
- 3.4 Steps and Strategies in Developing Writing

**Unit 4: Reading, writing skills and Best practices**

- 4.1 Different types of Reading skills and practices
- 4.2 Prepare a field note
- 4.3 Prepare pedagogical aspects of reading writing
- 4.4 Draft a report on entire activities

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Have a peer editing of independently written essays and discuss your reflections upon this experience



### MODE OF TRANSACTION

This paper should be taught Lecture cum demonstration, seminars, discussions, debates, presentations, u-tubes and movies to understanding of the issues at hand.

### Suggested Reading/Learning Reference-

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House: New Delhi.
- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd ) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). *Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly*. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment*. High Beam
- May, F. B. (1998). *Reading as communication*. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Pathak, K. K. (2015) *Inclusive language and Communication*. S. R. Publication, New Delhi

**COURSE-ELBCLF1: PRACTICAL DISABILITY SPECIALISATION (PART-C)\***

				<b>MARKS: 100   CREDITS: 4   8 Hrs./wk</b>
<b>SL. No.</b>	<b>Task for the student-teacher</b>	<b>Disability focus</b>	<b>Set up</b>	<b>No. of Lessons</b>
1	Classroom Teaching	Inclusive Setup	Inclusive Setup	Minimum 20 school periods

**COURSE-ELBCEF1: MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C) \***

COURSE LEDGER FOR AN INCLUSIVE TERTIARY SCHOOL (RELATED TO AREA C)

				MARKS: 100   CREDITS: 4   8 Hrs. /wk	
SL. No.	Task for the student-teacher	Education setting	Specific activities	Marks	Submission
S U P P O R T  S E R V I C E S	Teacher assistant	Inclusive Setup	Working as teacher assistant for prayers / assembly, attendance, home work/ class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	10	Journal of daily reflections and learning
	Practicing functioning as a teacher		Undertaking continuous whole day teaching using daily diary system for planning and recording.	10	Daily diary
	Understanding school examination & Document study		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions Reading and reporting on academic calendars, time table	10	Report of activities observed
	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	10	TLM
2.	Individual Teaching	Major Disability	IEPs	60	15 IEP
Total Marks				100	

**Note:** Minimum of Six weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under ELBCLF1 and ELBCEF1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.

**COURSE –ELBDTD1: COMMUNITY BASED REHABILITATION**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. Fourth Semester student will be able to–

- CO1-Explain the Introduction to Community Based Rehabilitation (CBR).
- CO2-Explain the Preparing Community for CBR.
- CO3-Explain the Preparing Persons with Disability for CBR.
- CO4-Explain the Visit an ongoing CBR program.
- CO5-Skilled to conducting the CBR program.

---

**UNIT 1: Introduction to Community Based Rehabilitation (CBR)**

- 1.1 Concept and Definition of CBR
- 1.2 Principles of CBR
- 1.3 Difference between CBR and Institutional Living
- 1.4 Socio-cultural and Economic Contexts of CBR

**UNIT 2: Preparing Community for CBR**

- 2.1 Awareness Program-Types and Methods
- 2.2 Advocacy - Citizen and Self
- 2.3 Focus Group Discussion
- 2.4 Family Counseling and Family Support Group

**UNIT 3: Preparing Persons with Disability for CBR**

- 3.1 School Education: Person Centered Planning, and Peer Group Support
- 3.2 Transition: Individual Transition Plan, Development of Self Determination and Self-Management Skills
- 3.3 Skill Training for Living within Community
- 3.4 Community Based Employment and Higher Education

**Unit 4: Visit an ongoing CBR program**

- 4.1 Visit an ongoing CBR program and write a report on its efficacy
- 4.2 Program Organize a community awareness
- 4.3 CBR and Corporate Social Responsibility
- 4.4 Scope and Inclusion of CBR in Government Policies and Programs

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- I. Visit an ongoing CBR program and write a report on its efficacy
- II. Program Organize a community awareness

---

**MODE OF TRANSACTION:**

Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

**Suggested Reading/Learning Reference-**

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model*. Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*, — Ministry of Social Welfare, Govt. of India, New Delhi.
- *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva

**COURSE – ELBDTD2: APPLICATION OF ICT IN CLASSROOM**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

The B.Ed. Spl. Edu. L.D. Fourth Semester student will be able to–

- CO1-Explain the Information Communication Technology (ICT) and Special Education .
- CO2-Explain the Use of Media and Computers
- CO3-Explain the Visualizing Technology-Supported Learning Situations
- CO4-Understand the Use of Internet.
- CO5-Skilled in create & develop online account, blogs, ppt & audio video content.

---

**Unit 1: Information Communication Technology (ICT) and Special Education**

- 1.1 Concept, Meaning and Scope of ICT.
- 1.2 Role in ICT for 'Construction of Knowledge'
- 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD
- 1.4 Goal 3 of Incheon Strategy

**Unit 2: Using Media and Computers**

- 2.1 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 2.2 Uses of Audio-Visual Media and Computers (Radio, Script Writing, Television, And Computers)
- 2.3 Importance of Newspaper in Education
- 2.4 Computer as a Learning Tool: Effective Browsing of the Internet for Survey of Educational Sites and Downloading Relevant Material.

**Unit 3: Visualizing Technology-Supported Learning Situations**

- 3.1 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students With Disabilities.
- 3.2 Developing PPT Slide Show for Classroom and Using of Available Software
- 3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects.
- 3.4 Overview of WCAG (Web Content Access Guidelines)

**Unit4: Use of Internet**

- 4.1 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs'
- 4.2 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 4.3 Computer-Aided Learning: Application of Multimedia in Teaching and Learning,
- 4.4 Three A's of ICT Application— Access, Availability, Affordability

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any Two of the following)**

- I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
  - II. Prepare a PPT by inserting photos and videos on a topic of your choice
  - III. Create your email account as well as design a blog
- 

**MODE OF TRANSACTION:**

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

**Suggested Reading/Learning Reference-**

- Abbot, C. (2001). *ICT: Changing Education*. RoutledgeFalmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.
- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*. International Society for Technology in Education.

### **COURSE- ELBDTD3: GUIDANCE & COUNSELLING**

#### **COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. Fourth Semester student will be able to–

- CO1-Explain the Introduction to Guidance and Counseling.
- CO2-Explain the Enhancing Self Image and Self Esteem.
- CO3-Explain the Guidance and Counseling in Inclusive Education.
- CO4-Explain the Counseling and report writing.
- CO5-Skilled in conducting the counseling session and report writing

---

#### **Unit 1: Introduction to Guidance and Counseling**

- 1.1 Guidance and Counseling: Definition and Aims
- 1.2 Areas of Guidance and Counseling
- 1.3 Core Conditions in Counseling
- 1.4 Skills and Competencies of a Counselor

#### **Unit 2: Enhancing Self Image and Self Esteem**

- 2.1 Concept of Self as Human
- 2.2 Understanding of Feelings and Changes
- 2.3 Growth to Autonomy
- 2.4 Personality Development

#### **Unit 3: Guidance and Counselling in Inclusive Education**

- 3.1 Current Status with reference to Indian School
- 3.2 Types of Counseling: Child-Centered, Supportive, Family
- 3.3 Group Guidance: Group Leadership Styles and Group Processes
- 3.4 Challenges in group guidance

#### **Unit: 4 Counseling and report writing**

- 4.1 Simulation of a parent counseling session
- 4.2 Report of critical observation of a given counseling session
- 4.3 Report of critical observation of a given counseling session
- 4.4 Role of Teacher in Guiding and Counseling Students with Special Needs.

---

#### **Practicum/ Field engagement**

- I. Counseling and report writing on a selected case
- II. Simulation of a parent counseling session
- III. Report of critical observation of a given counseling session

**Mode of Transaction:** The transaction for this course should be done with a perspective to enhance in the student teachers the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counselor in the school setting.

**Suggested Reading/Learning Reference-**

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House, New Delhi.
- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

**Suggested Readings**

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.



**COURSE- ELBDTD4: BRAILLE AND ASSISTIVE DEVICES**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. Fourth Semester student will be able to–

- CO1-Explain the Braille.
  - CO2-Explain the Braille Devices-- Types, Description and Relevance.
  - CO3-Explain the Other Devices – Types, Description and Relevance.
  - CO4-Explain the Children with visual impairment.
  - CO5- able to listing the available devices in the schools & Skilled in create & develop online account, blogs, ppt & audio video content.
- 

**UNIT 1: Braille**

- 1.1 Louis Braille and the Evolution of Braille
- 1.2 Continuing Relevance of Braille vis-a-vis Audio Material
- 1.3 Braille Signs, Contractions and Abbreviations--English Braille
- 1.4 Braille Signs and Symbols—Hindi/Regional Language

**UNIT 2: Braille Devices-- Types, Description, Relevance**

- 2.1 Slate and Stylus
- 2.2 Braille Writer
- 2.3 Electronic Devices— Note takers and Refreshable Braille Displays
- 2.4 Braille Embossers

**UNIT 3: Other Devices – Types, Description, Relevance**

- 3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- 3.2 Geography: Maps--Relief, Embossed, Models
- 3.3 Science Material
- 3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material

**Unit 4: Children with visual impairment.**

- 4.1 Braille Reading and Writing Processes
  - 4.2 Braille Translation Software
  - 4.3 Daisy Books, daisy recording smart phone
  - 4.4 Draw up an item-wise price list of at least ten devices from different source
- 

**Course Work/ Practical/ Field Engagement (Any Two)**

Each Student-Teacher will

- a. Observe at least five devices in use in at least five school periods.
  - b. Prepare a presentation – Oral/ PowerPoint – on the relevance of Braille for children with visual impairment.
- 

**Suggested Reading/Learning Reference-**

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System
-

(1971). The Royal National Institute for the Blind, London.

- Ashcroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.
- Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.
- Manual on Bharti Braille (1980). NIVH, Dehradun.
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.
- Proceedings: National Conference on Past and Present Status of Braille in India (2001). All India Confederation of the Blind, New Delhi.
- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. UNESCO, Geneva.
- Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press, Boston.

**COURSE- ELBDTD5: COMMUNICATION OPTIONS: ORALISM**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. Fourth Semester student will be able to–

- CO1-Explain the Understanding Hearing Loss in Real Life Context.
  - CO2-Explain the Advance Understanding of Oral Options.
  - CO3-Explain the Skill Development & Implementing Auditory Verbal Therapy.
  - CO4-Explain the Skill development required for oralism
  - CO5- skilled in diagnosing the Hearing Impairment through movie review and case profile.
- 

**UNIT 1: Understanding Hearing Loss in Real Life Context**

- 1.1 Basic Awareness on Paradigms of Deaf & Hard of hearing
- 1.2 Basic Awareness on Deafness and Communicative Access: Challenges
- 1.3 Basic features of inclusive school and team in inclusive education
- 1.4 Neural Plasticity - concept & Importance

**UNIT 2: Advance Understanding of Oral Options**

- 2.1 Speech Reading: Need, Role and Strategies
- 2.2 Training and Guidance on Aural Oral Practices for Families
- 2.3 Strengths & challenges of Oralism
- 2.4 How to make schools more conducive for oralism?

**UNIT 3: Skill Development & Implementing Auditory Verbal Therapy**

- 3.1 Pure tone Audiometer –its parts and uses.
- 3.2 Practicing Interpreting Audiograms of children with hearing impairment
- 3.3 Block diagram of Hearing Aid, concept and its part.
- 3.4 Hearing Aid -its types & care and maintenance

**Unit 4: Skill development required for oralism**

- 4.1 Oral/Aural verbal options and realistic expectations of family and teachers.
- 4.2 Interacting with non disabled children for practicing expansions of deas.
- 4.3 Interacting with non disabled children for practice to Initiating change.
- 4.4 Role play and dramatization.

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Compiling checklists (at least two) to identify hearing impairment in children
  - Using the audiograms of children (at least two), identify the audiological needs of each
  - Profiling the speech of children (at least two) by using a speech assessment kit
- 

**MODE OF TRANSACTION:**

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

---

**Suggested Reading/Learning Reference-**

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams & Wilkins: Philadelphia.
- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice*, Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition And Speech Reception. (Cd)* Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness* . (2010).
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K – 8*. Allyn And Bacon. Boston
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.)*. Plural Publishing Inc, San Diego, CA.
- *Dhvani* (Marathi). Balvidyalaya – Cym Publication
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000)*. AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). *The Baby is Listening*, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). *50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy*. Learning to Listen Foundation.
- Heller, R. (1999). *Effective Leadership*. Dk Publishing: New York.
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1989). *Foundations of Spoken Language for Hearing Impaired Children*. A.G. Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). *Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children*. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). *Play it by ear! : auditory training g*

**COURSE- ELBDTD6: MANAGEMENT OF LEARNING DISABILITY**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. L.D. Fourth Semester student will be able to–

- CO1-Explain the Learning Disabilities
- CO2-Explain the Assessment of Basic Curricular Skills
- CO3-Explain the Intervention Strategies in Basic Skills of Learning.
- CO4-Explain the Assessment tools of LD
- CO5- Skilled in preparing/developing the screening/assessment tools for diagnosing the LD

---

**UNIT 1: Learning Disabilities**

- 1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- 1.2 Non-verbal learning disabilities
- 1.3 Language Disorders
- 1.4 Associated Conditions: ADHD

**UNIT 2: Assessment of Basic Curricular Skills**

- 2.1 Assessment of Readiness Skills
- 2.2 Assessment of Reading
- 2.3 Assessment of Writing
- 2.4 Assessment of Math skills

**UNIT 3: Intervention Strategies in Basic Skills of Learning**

- 3.1 Language skills
- 3.2 Reading
- 3.3 Writing
- 3.4 Maths skill

**Unit 4: Assessment tools for LD**

- 4.1 Meaning and concept of tools for LD
- 4.2 Uses of tools for LD
- 4.3 Importance of tools for LD
- 4.4 Tools for LD- BCSLD, DTLTD & Intelligence test

---

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Prepare of checklist for screening LD
- Develop teacher made assessment test in any one curricular area for a given child  
Plan appropriate teaching strategies as per the specific needs of a given child with learning disability
- Develop teacher made assessment test in any one curricular area for a given child

---

**MODE OF TRANSACTION:**

Discussions, debates, simulations, collaborative methods, must be used for transaction.

**Suggested Reading/Learning Reference-**

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H.( 1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston.
- Gribben, M.( 2012). The study skills toolkit for students

**COURSE- ELBDTD7: ORIENTATION AND MOBILITY**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

The B.Ed. Spl. Edu. LD Fourth Semester student will be able to–

- CO1-Explain the Introduction to Orientation and Mobility.
- CO2-Explain the Human/ Sighted Guide Technique.
- CO3-Explain the Cane Travel Techniques and Devices & Training in Independent Living Skills.
- CO4-Explain the Pre –cane skills
- CO5-Skilled in act to sighted guided to various settings and Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

---

**UNIT 1: Introduction to Orientation and Mobility**

- 1.1 Orientation and Mobility -- Definition, Importance and Scope
- 1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
- 1.3 Roles of Other Senses in O&M Training
- 1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training

**Unit 2: Human/ Sighted Guide Technique**

- 2.1 Grip
- 2.2 Stance
- 2.3 Hand Position
- 2.4 Speed Control

**Unit 3: Cane Travel Techniques and Devices & Training in Independent Living Skills**

- 3.1 Canes -- Types, Parts, Six Considerations
- 3.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
- 3.3 Use of Public Transport
- 3.4 Identification of Coins and Currency Notes

**Unit4: Pre –cane skills**

- 4.1 Upper and lower body protections
- 4.2 Room familiarization
- 4.3 Eating Skills and Etiquette
- 4.4 Blindfold -- Rationale and Uses for the Teacher

---

**Course Work/Practical/ Field Engagement**

Undertake any two of the following

- a.** Act as a sighted guide in different situations/settings.
- b.** Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

**Suggested Reading/Learning Reference-**

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina.
- Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. AFB Press, New York.
- Jaekle, R. C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. ChristoffelBlinden Mission, West Sussex.
- Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
- Smith, A. J., & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press, New York.
- Dodds, A. (1986). Mobility Training for Visually Handicapped People. Croom Helm, London.
- Hill, E., & Ponder, P. (1976). Orientation and Mobility Techniques. AFB Press, New York.
- Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. AFB Press, New York.
- Singh, J.P. (2003). Technology for the Blind. Kanishka Publication. New Delhi



---

**COURSE- ELBDTD8: VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT**

---

**COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. LD Fourth Semester student will be able to–

- CO1-Explain the Fundamentals & Assessment of Vocational Rehabilitation.
  - CO2-Explain the Vocational Transition & Curriculum Planning.
  - CO3-Explain the Process of Vocational Rehabilitation & Placement.
  - CO4-Explain the Developing curriculum on any vocational skill.
  - CO5-Skilled in developing curriculum & vocational assessment tool
- 

**Unit 1: Fundamentals & Assessment of Vocational Rehabilitation**

- 1.1. Definition, meaning and scope of Vocational Education
- 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
- 1.3. Approaches and models of Vocational training
- 1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tool

**Unit 2: Vocational Transition & Curriculum Planning**

- 2.1. Concept, meaning, importance of transition
- 2.2. Vocational transition models
- 2.3. Transitional Planning at pre-vocational & post-vocational level
- 2.4. Development of Individualized Vocational Transitional Plan

**Unit 3: Process of Vocational Rehabilitation & Placement**

- 3.1. Types of Employment Settings
- 3.2. Process of Job Placement & Creation of Need-based Employment Settings
- 3.3. Adaptations, Accommodation, Safety Skills and First Aid
- 3.4. Self Advocacy & Self Determination Skill Training

**Unit 4 Developing curriculum on any vocational skill**

- 4.1. Equal opportunities and attitudes towards persons with disabilities
  - 4.2 Development of Vocational Curriculum
  - 4.3 Visit to any vocation Institution
  - 4.4 Approaches & Principles of vocational assessment
- 

**Hands on Experience**

- Developing curriculum on any vocational skill
  - Administering any vocational assessment tool
  - Visit to any vocation Institution
- 

**Suggested Readings**

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students with Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
  - Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
  - Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
  - Mukhobadhyay, M., &Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
-

---

**COURSE-ELBDTT2: INCLUSIVE EDUCATION****COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 2+1Hrs./wk**

---

The B.Ed. Spl. Edu. L.D. Fourth Semester student will be able to–

- CO1-Explain the Introduction to Inclusive Education.
  - CO2-Explain the Policies & Frameworks Facilitating Inclusive Education.
  - CO3-Explain the Inclusive Academic Instructions & Supports for Inclusive Education.
  - CO4- Explain the Supports for Inclusive Education
  - CO5-Skilled in various type activities related to inclusive education
- 

**UNIT 1: Introduction to Inclusive Education**

- 1.1 Inclusive Education: Meaning, Definitions, Need & Importance.
- 1.2 Changing Practices in Education of student with special needs: Segregation, Integration & Inclusion.
- 1.3 Principles of Inclusive Education: Participation & Empowerment.
- 1.4 Barriers to Inclusive Education: Attitudinal, Physical & Instructional.

**UNIT 2: Policies & Frameworks Facilitating Inclusive Education**

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), Jomtien World Declaration for Education for All (1990), and Beijing Declaration (2000).
- 2.2 UNCRPD (2006) and Rights of Persons with Disabilities (RPWD 2016).PWD ACT
- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 Programmes and Schemes: SSA 2000, RMSA 2009,

**UNIT 3: Inclusive Academic Instructions**

- 3.1 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching.
- 3.2 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies.
- 3.3 Stakeholders of Inclusive Education.
- 3.4 Family Support & Involvement for Inclusion.

**UNIT 4: Supports for Inclusive Education**

- 4.1 Community Involvement for Inclusion.
  - 4.2 Their Responsibilities for Inclusive Education
  - 4.3 Any one Inclusive Academic Instructional Strategy
  - 4.4 Mainstream Schools for Children with Disabilities for Inclusive Education
- 

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
  - II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
  - III. Design a Poster on Inclusive Education
  - IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy
-

**MODE OF TRANSACTION:** Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

---

**Suggested Reading/Learning Reference-**

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives:*

- Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall, Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Study*. Philadelphia: Open University Press.
  - Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London: Routledge Falmer: Taylor & Francis Group.

### **COURSE-ELBDTT3: PSYCHO SOCIAL AND FAMILY ISSUES**

#### **COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

The B.Ed. Spl. Edu. LD Fourth Semester student will be able to–

- CO1-Explain the overview of Psycho-social Domains.
- CO2-Explain the Family Dynamics.
- CO3-Explain the Nurturing Social Emotional Wellbeing.
- CO4-Explain the Understanding of Socio Economic Rehabilitation
- CO5-Skilled in the Observe and identify psycho-social problems of any LD student of the class during school internship programme

---

#### **UNIT 1: Overview of Psycho-social Domains**

- 1.1 Psychosocial domains- Meaning and concept
- 1.2 Components of Psychosocial domains - Cognitive, Affective, Social
- 1.3 Various stages of psychosocial development
- 1.4 Psycho-social characteristics of children with LD

#### **UNIT 2: Family Dynamics**

- 2.1 Family: Definition, characteristics and types
- 2.2 Parenting Styles: Authoritarian, permissive and democratic
- 2.3 Family and relationship problems: Cause and effect
- 2.4 Characteristics of a healthy family

#### **UNIT 3: Emotional Wellbeing**

- 3.1 Emotional development
- 3.2 factors influencing emotional development
- 3.3 Stress management
- 3.4 Family counseling

#### **UNIT 4: Understanding of Socio Economic Rehabilitation**

- 4.1 Socio Economic Rehabilitation
- 4.2 Social Aspects
- 4.3 Factors influencing Socio Economic Rehabilitation
- 4.4 Social skill training

---

#### **COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Observe and identify psycho-social problems of any LD student of the class during school internship programme.

---

#### **MODE OF TRANSACTION**

This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues at hand.

**Suggested Reading/Learning Reference-**

- Hurlock, E B 2002. Developmental Psychology, Tata Mc Graw –Hill, New Delhi.
- Goldstein, S; Naglieri, J, A., & De Vries, M. (2011): Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment
- Gunton , S(2007) : Learning Disabilities (Social Issues Firsthand)
- Hales G. .2003. Beyond Disability towards an Enabling society.
- Kelly, K& others (2006) : You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder
- Paley, S. 2012. Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage,
- Reid , R & Lienemann, T, O :Strategy Instruction for Students with Learning
- Disabilities, Second Edition (What Works for Special-Needs Learners

**COURSE-ELBDLF1: PRACTICAL CROSS DISABILITY AND INCLUSION\***

				<b>MARKS: 100   CREDITS: 4   8 Hrs. /wk</b>
<b>SL. No.</b>	<b>Task for the student-teacher</b>	<b>Disability focus</b>	<b>Education setting</b>	<b>Submission</b>
1.	Community work / Tour	Community perspective (Anganwadi, Gram panchayat)	Rural / Semi-urban	Visit report
2.	Case Study	Major Disability	Inclusive schools	10 IEP & Case Study

**COURSE-ELBDEF1: OTHER DISABILITY SPECIAL SCHOOL\***

				<b>MARKS: 100   CREDITS: 4   8 Hrs./wk</b>
<b>SL. No.</b>	<b>Task for the student-teacher</b>	<b>Disability focus</b>	<b>Set up</b>	<b>No. of lessons</b>
1	Classroom Teaching	Other than major disability	Special schools for other disabilities	Minimum 15 school periods

**COURSE-ELBDEF2: INCLUSIVE SCHOOL\***

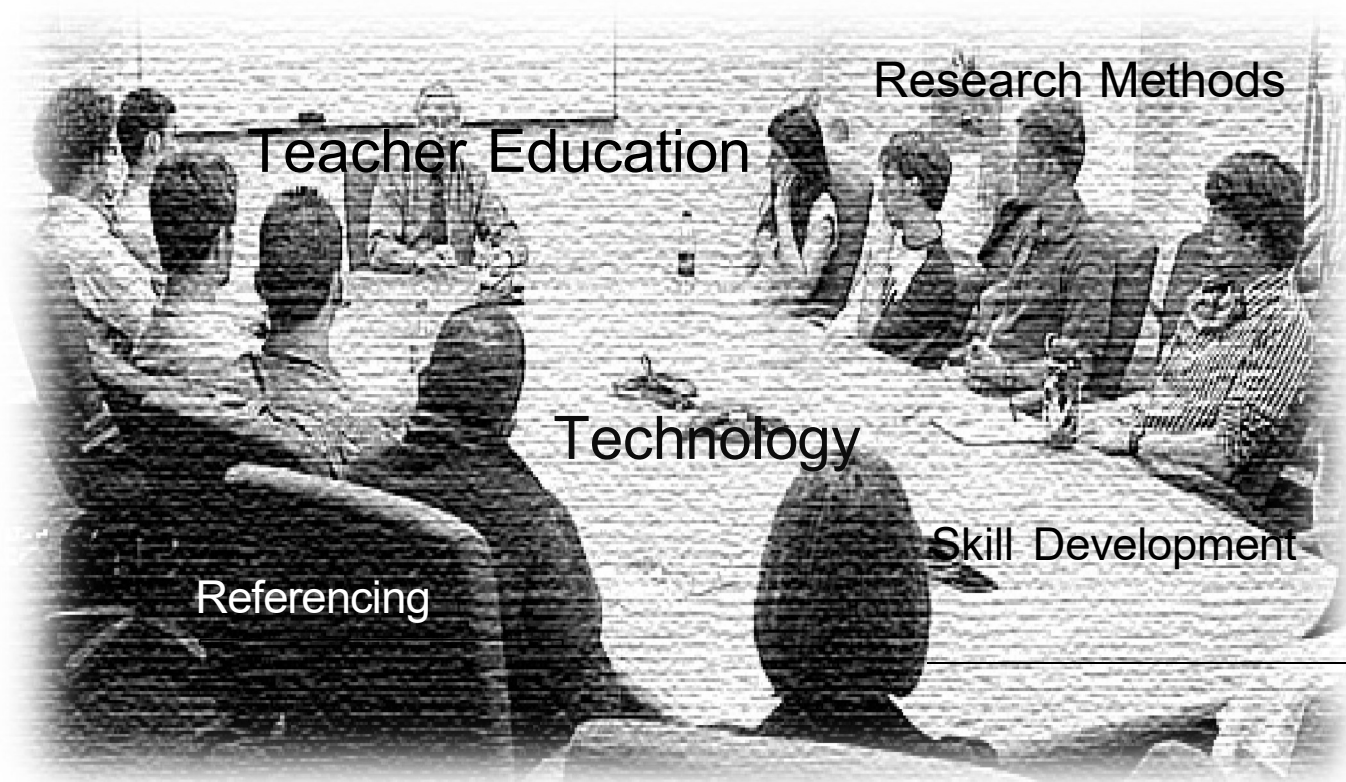
				<b>MARKS: 100   CREDITS: 4   8 Hrs./wk</b>
<b>SL. No.</b>	<b>Task for the student-teacher</b>	<b>Disability focus</b>	<b>Set up</b>	<b>No. of lessons</b>
1	Classroom Teaching	Any disability	Inclusive schools	Minimum 15 school periods

Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva voce examination.

Minimum of six weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-4, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.

# Curriculum for Pre- Ph.D. Course Work (Education)

Academic Session 2023-24



Department of Education  
Guru Ghasidas Vishwavidyalaya  
(A Central University)  
Bilaspur, Chhattisgarh

---



**DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION**

<b>PAPER/COURSE</b>	<b>COURSE CODE</b>	<b>MAX. MARKS</b>	<b>MIN. PASS</b>
Research Methodology	<b>EDDATT1</b>	<b>100</b>	<b>50</b>
Skill Development in Educational Research	<b>EDDATT2</b>	<b>100</b>	<b>50</b>
<b>Optional Corse (Any one)</b> <ul style="list-style-type: none"> <li>• <b>Teacher Education</b></li> <li>• <b>Educational Policy, Planning, Supervision &amp; Management</b></li> <li>• <b>Advanced Educational Technology</b></li> <li>• <b>Education and Curriculum for Exceptional Children</b></li> </ul>	<b>EDDATD1</b> <b>EDDATD2</b> <b>EDDATD3</b> <b>EDDATD4</b>	<b>100</b>	<b>50</b>
<b>Seminar (Only Qualifying)</b>	<b>EDDASA1</b>	<b>100</b>	Only qualifying as per university rules

**NOTE:**

- No internal assessment will be conducted for the Compulsory courses EDDATT1 & EDDATT2, and optional Courses EDDATD1, EDDATD2, EDDATD3, EDDATD4
- The seminar presentation is compulsory to be passed but the marks will not be added to the overall evaluation marking.

**COURSE EDDATT1: RESEARCH METHODOLOGY CREDIT 4/ MARKS: 100****COURSE OBJECTIVES -****Pre-Ph.D. Course work Students will able to**

**CO1-** explain the concept of research and educational research.

**CO2-** implement the Philosophical and Historical research in own research when s/he will conduct philosophical or historical research.

**CO3-** implement the qualitative research in own research when s/he will conduct any type of qualitative research.

**CO4-** implement the quantitative research in own research when s/he will conduct any type of quantitative research.

**CO5-** implement the Ethics and publication Ethics when s/he will conduct any type of research.

**UNIT I: RESEARCH AS A PROCESS OF ACQUIRING KNOWLEDGE**

- Knowledge: types of knowledge A- priori & A- posteriori knowledge, kinds of knowledge- Fundamental & Applied, Nature of knowledge – Philosophical, Historical & Scientific.
- Approaches of acquiring knowledge- Traditional, Experiential, Reasoning (Deductive & Inductive) and scientific.
- Educational Research: Meaning, Characteristics, Importance, its role in improving educational practices, Limitations, and thrust area of educational research.

**UNIT II: PHILOSOPHICAL AND HISTORICAL APPROACH OF RESEARCH**

- Philosophical Inquiry in Education: Nature, Scope and Steps.
- Philosophical Inquiry of educational issues, ideas and school of knowledge.
- Historical Research: Meaning and characteristics.
- Importance of Primary and Secondary sources of historical data, Internal & External criticism, Steps of Historical educational research.

**UNIT III: QUALITATIVE APPROACH OF RESEARCH**

- Qualitative Research: Meaning, Concept and its Importance in Education.
- Types of Qualitative Research-Case Study, Ethnographic.
- Techniques of Qualitative research data analysis tool data collection- (content analysis, trend analysis, and Percentage and frequency analysis).
- Utilization of corroborative evidences- use of secondary data.

**UNIT IV: QUANTITATIVE APPROACH OF RESEARCH**

- Quantitative Research: Meaning, Concept and its Importance in Education.
- Types of Quantitative Research- descriptive, exploratory, experimental design (True & Quasi with internal and external validity), Ex post facto (Casual comparative and co relational study), Survey and Field study.
- Population and sampling frame- setting specific population, probability & non probability sampling methods.
- Hypotheses: Meaning, characteristics and types, Bases of hypotheses, formulation of hypotheses/research question.

**UNIT V: ETHICS IN RESEARCH WORKS**

- Ethics: Define as Moral Judgment, Ethics with respect to Intellectual Honesty and Research Integrity
- Ethical Misconduct: Falsification, Fabrication and Pilgrims, Selective Reporting and Misinterpretation of data.
- Publication Ethics: Importance, Violation of Publication Ethics (Authorship and Contributorship) Duplicate and Overlapping Publication

**Suggested Readings:**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

---

Books-

- Best, J. W. & Kahn, J. V. (2008). Research in Education (10<sup>th</sup> edition) Printice, hall Inc, New Delhi.
  - Broota, K. D., Experimental design in behavioural sciences, New Age International Publishing House, New Delhi.
  - Booch, M. B. (1978). A Survey of Educational Research, CASE, The M. S. University Barodara.
  - Chohan, L., Manion, L, & Morrison, K. (2007). Research method in education (6<sup>th</sup> edition), Routeledge, London.
  - Good, Barr &Scates (1962). Methodology of Educational Research, Appleton Croft, New York.
  - Gupta, S. P. (2015). Research Introductory- Concept, Methods and Techniques, ShardaPustakBhawan, Allahabad.
  - Irving, M. Copy, Symbolic Logic, Pearson Education, Printice Hall, New Delhi.
  - Kaul, L (1998). Methodology of Educational Research, VikasPublishing House, New Delhi.
  - Kerlinger, F. N. (1978). Foundation of BehaviouralResarch, Surjeet Publication, Delhi.
  - McMillan, J. H &Schumache, S (2001) Research in education, Longman, New York.
  - Pal, S. K. &Saxena P. C. (Ed.) (1989). Quality Control in Educational Research, Metropolitan Book Company, New Delhi.
  - Seth, S. K. & Mishra, N, ( ) Philosophy of Knowledge, LokbhartiPrakashan Allahabad.
  - Singh, Parmanand, Philosophy of History, VishwavidyalayaPrakashan, Varanasi.
  - Sridhran, E. History Writing- A Textbook, Orient Black Swan, Hyderabad.
  - Tiwari, K.N. Metaphysics and Epistemology, MotilalBanarsidas, Delhi.
  - Pandey, K. P. – Anushandhan, VishwavidyalayaPrakashan, Varanasi.
-

**COURSE EDDATT2 : SKILL DEVELOPMENT IN EDUCATIONAL RESEARCH****COURSE OUTCOMES****MARKS: 100****Pre-Ph.D. Course work Students will able to**

- CO 1.** Differentiate various types of Descriptive statistics and data.
- CO 2.** Produce and design of standardized tools for research
- CO 3.** Implement co relational statistics in quantitative educational research.
- CO 4.** Implement inferential statistics in quantitative educational research.
- CO 5.** Organize and implement qualitative data-analysis in educational research

**UNIT I: UNDERSTANDING NATURE OF DATA**

- Para metric and non-parametric data.
- Central tendency and variance
- Graphic method of understanding, distribution pattern: Histogram, Frequency, curve, whisker plot.
- Testing for normality- small group and large group (Kolmogorov-Smirnov, Shapiro Wilk).

**UNIT II: DESIGNING AND STANDARDIZATION OF TOOLS**

- Overview of types of tools.
- Selection of test items, quality of appropriate items, developing objective item for various test and scales.
- Developing blue print, process of item analysis for achievement test and scale.
- Estimating reliability and validity of different tools.
- Developing norms.

**UNIT III: CORRELATION AND PREDECTING RELATIONSHIP**

- Meaning of correlation, partial and multiple correlation,
- Correlation of dichotomous and continuous variables.
- Concept of regression line and equation, writing, regression equation; predicting relationship

**UNIT IV: INFERENTIAL STATISTICS FOR DATA ANALYSIS**

- Testing hypothesis for significant of proportion and correlation
- Post hoc comparison analysis (LSD, Tukey's test, scheffe's test)
- The Kruskal Wallis test
- ANCOVA

**UNIT V: ANALYSIS OF QUALITATIVE DATA**

- Analysis technique of qualitative data: different type
- Discourse analysis - Meaning of discourse
- Characteristic of discourses
- Representations in discourses
- Coding and categorization process
- Triangulation and validation technique

### **Suggested Readings/Learning Reference**

#### **Books:**

- Anatasi A. Psychological testing (4<sup>th</sup> Edition), New York: Mc Millan Pub Co, 1976
- Cronbach L .J. Essential of Psychological testing (3<sup>rd</sup> Edition) New York: Harper & Ro Publishers, 1970.
- Ebel R. L. &Frisbei D. A. Essential of Educational Measurement, New Delhi Pentric Hall, 1975.
- Guilford J. P. Psychometric methods, New York Mc-Graw Hill.
- Kurpius S. R. & Stafford, M. E. Testing and Measurement, New Delhi: Sage Publication 2006.
- Linn R. L. & Gronlund, N. E. Measurement And Assessment in Teaching. New Delhi, Pearson Education Pvt Ltd. 2003.
- Sax, G. Principal of Educational Measurement and Evaluation, Californiya, Woodworth Publishing, 1974.
- Seigal, S. Non Parametric Statistic for Behavioural Science, New York: Mc Graw Hill. 1956.
- King, B.M. &Minium,E . W. (2008) Statistical Reasoning in the Behavioural Sciences, New Delhi, Willey India.
- Verma, J. P. &Ghufran, M. (2012) Statistics for Psychology, New Delhi, McGraw Hill.
- Glee, J. P. (2010) How to do discourse analysis: A tool Kit, Routledge.
- Glee, J. P. (2012) An introduction to discourse analysis: Theory and Method, Routledge.
- Jones, R. H. (2012) discourse analysis: a resource book for students, Routledge.
- YouTube Channel/ MOOCs/OER/e-Pathsala-As per topic/points

---

**COURSE EDDATD1: TEACHER EDUCATION**

---

**COURSE OUTCOMES -****MARKS: 100**

---

**Pre -Ph. D Course work students will be able to,**

- CO 1.** explain the concept, need and scope of teacher education
- CO 2.** discuss the various techniques of higher learning
- CO 3.** identify the purpose of in-service education of school teachers
- CO 4.** investigate the various trends in teacher education programme
- CO 5.** design the various technique of evaluation for the effectiveness of teacher education programme

---

**UNIT I: INTRODUCTION OF TEACHER EDUCATION**

---

- Meaning of teacher education and teacher training.
- Need of teacher education and its scope.
- Aims and objectives of teacher education at:
  - Elementary level
  - Secondary level
  - Higher level
- Models of teacher education at different level- behaviouristic, competency-based and inquiry oriented.
- Understanding knowledge base of teacher education from the view point of Schulman, Deng and Luke & Habermas
- Current problem in teacher education.

---

**UNIT II: TECHNIQUE FOR HIGHER LEARNING**

---

- Conference technique
- Seminar technique
- Symposium technique
- Workshop technique
- Panel discussion

---

**UNIT III: PRE & IN- SERVICE TEACHER EDUCATION**

---

- Need and purpose of in-service and pre-service teacher education programme.
- Teacher education through distance mode: IGNOU & state open university
- Agencies of teacher education: SCERT, NCERT, UGC, NCTE.
- Institute of teacher education, DIET, CTEs, IASEs, RIEs, UTD.
- Current problem/issue
- Critical analysis of existing in-service teacher education.

---

**UNIT IV: INNOVATIVE PRACTICE IN TEACHER EDUCATION**

---

- Concept of innovation in teacher education programme
- Incentive & award for innovative practice
- Micro-teaching & its steps
- Simulated social skill training
- Team teaching
- Practice teaching Vs internship
- Interaction analysis technique

## **UNIT V: EFFECTIVENESS OF TEACHER EDUCATION PROGRAMMES**

- Assessment of teaching learning process
  - Technique
  - Type of evaluation
  - Objective & criteria of evaluation of teacher education programmes
  - Technique of evaluation of teacher education programmes
  - Critical evaluation of teacher education programmes: DEL.Ed, B.Ed and M.Ed
- 

### **Suggested Readings:-**

- Allen, Dwight & Ryan, Kevin (1969): Microteaching Mass Addison – Wesley
  - Bloom, B. S. and et al (1971). Handbook of formative and summative evaluation of student learning, New York: Mcgraw Hill Book Co.
  - Buch M. B. & Palasane, M. M. (1968) Reading in in-service education, Sardar Patel University, Vallabh Vidya Nagar.
  - Comb Arther W (1965) The Professional Education of Teachers: A Perceptual View of Teacher Education. Boston: Allyn & Bacon
  - Jagaria, N. K. & Singh, Ajit (1984) Core Teaching Skill- Micro-teaching Approach, New Delhi, NCERT.
  - Khan, M. S. (1983). Teacher Education in India & Abroad. New Delhi, Ashish Publishing House.
  - Mukherji, S. N. (1968). Education of Teachers in India, New Delhi: S. Chand & Co.
  - Panda, B. N. (2004). Teacher Education. APH, New Delhi.
  - Passi, B. K. (1972). Becoming a better teacher.
  - Siddiqui, M. A. (1991). In-service teacher education, Ashish Publishing House, New Delhi.
  - Singh, L. C. (1990). Teacher Education in India – A Source Book. New Delhi, NCERT.
  - Singh, R. P. (1993). The challenges of tomorrow- a profile of further teacher education, New Delhi, Starling Publisher Private Ltd.
  - You tube channel/MOOCs/SWAYAM/DIKSHA/ OER/ e- Pathsala – as per the topic/ points
-

**COURSE EDDATD2: EDUCATIONAL POLICY, PLANNING, SUPERVISION & MANAGEMENT****COURSE OUTCOMES -****MARKS: 100****Pre -Ph. D Course work students will be able to,**

CO1. Explain the key concepts and theories of educational policy, planning, supervision, and - management.

CO2. Analyse the contribution of educational policy in India.

CO3. Explain the process of educational planning in India.

CO4. Compare the different type of educational planning

CO5. Evaluate the leadership qualities of educational leader.

CO6. Examine the organizational climate of an institution.

CO7. Identify the problems in educational supervision

CO8 Evaluate the process of educational decision-making

CO9. Adopt appropriate change management model in given situation.

**UNIT I: Educational Policy and Commissions on Education.**

- Introduction to educational policy
- History of educational policy in India
- Commissions on Education
  - The Radhakrishnan Commission (1948-1949)
  - The Kothari Commission (1964-1966)
  - The Acharya Narendra Deva Committee (1971-1972)
  - The Mudaliar Commission (1952-1953)
  - The National Policy on Education (1986)
  - The Knowledge Commission (2005-2009)
  - The National Educational Policy 2020
- The future of educational policy in India

**UNIT II: Educational Planning**

- The nature of educational planning
- Kinds of educational planning
- The process of educational planning
- The factors that influence educational planning
- The tools, techniques, and approaches of educational planning
- The evaluation of educational planning

**UNIT III: Leadership in Educational Organization**

- Meaning, concept and nature of leadership
- Theories of leadership
- Leadership role and responsibilities of institutional head and teacher.
- Measurement of leadership
- Organizational climate: Its meaning, nature, measurement



#### **UNIT IV: Educational Inspection and Supervision**

---

- Meaning and nature of educational inspection and supervision
- The history of educational inspection and supervision
- Scope and function of educational supervision
- The different types and method of educational inspection and supervision
- The evaluation of educational inspection and supervision
- Problems of Supervision and Inspection

#### **UNIT V: Specific Function of Educational Organization**

- Decision making: meaning, concept, process and techniques of decision making.
  - Conflict Management: Meaning, nature, types and sources of conflict and dynamics of conflict management.
  - Fund Management: Types of funding agencies, funding opportunities, funding resources, funding process and future of financial management in education
  - Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke,
- 

#### **Suggested Readings: -**

- Aggrawal, J.C. (1972). Educational Administration, Inspection, Planning & Financing in India, Arya Book Depot, New Delhi.
  - Arulsamy, S., & Jeyadevi, J. (2018). Educational Management. Hyderabad: Neelkamal Publications Private Ltd.
  - Bhat, B.D and Sharma S.R., (1992). Education Administration: Emerging Trends. New Delhi: Kanishka Publishing House.
  - Bhatnagar, R.P and Agrawal, Vidya (1986). Educational Administration. Meerut: Loyal Book Depot.
  - Bhatt, B.D. & Sharma, R.C. (1992). Educational Supervision. Kanishka Publishing House.
  - Fullan, M. (2020). The new meaning of educational change (6th ed.). Teachers College Press.
  - Glass, T. E., Bjork, L., & Brunner, C. (Eds.). (2018). Educational administration and leadership: Theoretical foundations, international perspectives, and interdisciplinary approaches. Routledge.
  - Goel, S.L and Goel, Aruna (1994). Education Policy and Administration. New delhi. Deep and Deep Publications.
  - Goyal, J.C. (1975). Administration of Education in India. Raj Prakashan, New Delhi.
  - Halpin, A.W (Ed) (1985). Administrative Theory in Education. New York: Mac Millan Company.
  - Hanson, E. Mark (1991). Educational Administration and Organisational Behaviour. Boston: Allyn and Bacon.
  - Hargreaves, A., & Shirley, D. (2018). The fourth way: The inspiring future for educational change. Corwin Press.
  - Hoy, W. K., & Miskel, C. G. (2018). Educational administration: Theory, research, and practice. McGraw-Hill Education.
-

- Jaggannath Mohanty (1990). Educational Administration Supervision & School Management. Deep & Deep Publications, New Delhi.
  - Kapoor, M.M. & Sandhya Tandon (1985). Executive Decision Making. National Publishing House, New Delhi.
  - Kochhar, S.K. (1981). Successful Supervision & Inspection, Sterling Publishers, New Delhi. Department of Education, GGV Pre – Ph.D. Coursework/2022-23 page.
  - Mohanty, J. (1990). Educational Administration, Supervision and School Management. New Delhi: Deep and Deep Publications.
  - Mukherjee, S.N (1970). Administration of Education, Planning and Finance: Theory and Practice. Baroda: Acharya Book depot.
  - Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publications
- Townsend, T., & MacBeath, J. (Eds.). (2019). International handbook of leadership for learning. Springer.

- WWW- As per required websites for concern topic.

- You Tube Channel/ MOOCs/OER/e-Pathsala- As per topic/points

---