

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



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
EHBTT3	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
EHBTT4	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	3
		CO.2	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		CO.3	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		CO.4	3	3	2	2	2	3	2	3	3	3	2	3	3	3	3
		CO.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
EHBTT6	Assessment and Identification of needs																
		CO.1	3	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	3
		CO.3	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		CO.4	3	2	2	2	2	2	1	3	2	3	3	2	3	3	3
		CO.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																
		CO.1	3	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	3
		CO.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
EHBTT 1	Learning, teaching and Assessment																
		CO.1	3	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	3
		CO.3	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		CO.4	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		CO.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
EHBTT 1	Pedagogy of teaching (any one) Science																
		CO.1	3	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	3
		CO.3	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		CO.4	3	3	2	2	3	3	2	3	3	3	2	3	3	2	2
		CO.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																
		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	2
		CO.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																
		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	
EHBTTY 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	
EHBTTY 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	
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	

EHBDDTD 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	
EHBDDTD 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	
EHBDDTT 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	
EHBDDTT 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	
EHBDFL 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
Group-A Core Courses	Human Growth & Development	EHBATT1	4	100	50	30	70
	Contemporary India & Education	EHBATT2	4	100	50	30	70
Group-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
Group –C Disability Specialization Courses	Assessment and Identification of Needs	EHBATT6	4	100	50	30	70
Group –E Practical Related to Disability	Practical- Disability Specialization and Inclusive School	EHBALF1	2	50	25	50	
TOTAL			20	500	250	185	315
SEMESTER –II							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	EHBBTT1	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	EHBBTT2	4	100	50	30	70
Group –D EPC	Drama and Art in Education	EHBBGA1	2	50	25	50	00
Group-E Practical Related to Disability	Practical : Cross Disability & Inclusion	EHBBLF2	2	50	25	50	00
TOTAL			20	500	250	185	315
SEMESTER –III							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –A Core Courses	Basic Research & Basic Statistics	EHBCTT4	2	50	25	15	35
Group –C Disability Specialization	Educational Intervention and Teaching Strategies	EHBCTT1	4	100	50	30	70

Courses	Technology and Disability	EHBCTT2	4	100	50	30	70
Group –D EPC	Reading and Reflection on Text (EPC)	EHBCGA1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	EHBCLF1	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	EHBCEF1	4	100	50	100	
TOTAL			20	500	250	325	175
SEMESTER – IV							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-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	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
Group –C Disability Specialization Courses	Psycho Social and Family Issues	EHBDTT3	2	50	25	15	35
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	EHBDLF1	4	100	50	100	00
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	EHBDEF1	4	100	50	100	00
	Inclusive School	EHBDEF2	4	100	50	100	00
TOTAL			20	500	250	395	105
TOTAL CREDITS			80	2000	1000	1090	910

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 (Bronfrenbrenner).

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

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=LIBWuGnYE00LPtpK5FCHEg&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
- 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

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

				MARKS: 50 CREDITS: 2 4Hrs. /wk	
Task For The Student-Teacher	Disability Focus	Education Setting	Hrs (60)	Description	Marks
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 Constructivism 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,11th EDN Pearson Publication New Delhi
- Singh ,A.K *SikshaManovigyaaanMotilalbanarsidaspubl Varanasi*
- Geisinger,K>F. (2013) APA Handbook of testing and Assessment in Psychology.Available at APA USA
- Howell,K.W.&Nolet,V (2000)Curriculum–BsedEvaluation: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 – EHBBTY1: 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, 21st-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 – 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 – EHB BTY3: 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:हिन्दी शिक्षण

पाठ्यक्रम के उद्देश्य –

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

प्रस्तुत पाठ्यक्रम द्वारा बी.एड. विशेष शिक्षा-अधिगम अक्षमता के विद्यार्थी इस योग्य होंगे कि-

- CO1-गद्य का स्वरूप एवं विशेषताओं का वर्णन करेंगे
- CO2-गद्य की पाठयोजना निर्माण करेंगे
- CO3-पद्य का स्वरूप विश्लेषण करेंगे
- CO4-पद्य की पाठयोजना निर्माण कर करेंगे
- CO5-हिन्दी भाषा में व्याकरण का स्वरूपका विश्लेषण करेंगे
- CO6-व्याकरण शिक्षण के उद्देश्य, महत्व एवं विधियाँ की रचना करेंगे
- CO7-मॉडल ऑफ टीचिंग का हिन्दी शिक्षण प्रयोग करेंगे
- CO8-हिन्दी भाषा शिक्षण में सूचना संचार तकनीक का प्रयोग करने में भाषाई कौशल और उनका महत्व का वर्णन करेंगे

इकाई १ : भाषा ,हिन्दी भाषा की प्रकृति एवं प्रयोज्यता और पाठ्यवस्तु संवर्धन

- भाषा का प्रत्यय और उपयोगिता, बोली और मानक भाषा का प्रत्यय ।
- भाषा का कार्य एवं एक उपकरण के रूप में इसका उपयोग तथा भाषा अध्यापन के सिद्धांत ।
- मूल –भूत भाषा कौशलों – श्रवण,वाचन, पठन,और लेखन का परिचय(भूमिका एवं विधियाँ) ।
- हिन्दी साहित्य का सामान्य परिचय ,हिन्दी गद्य एवं पद्य साहित्य की विधाओं का सामान्य परिचय,प्रमुख साहित्य एवं साहित्यकार के नाम ।

इकाई २ : भाषा अधिगम की प्रकृति और पाठ नियोजन

- इकाई नियोजन परिचय और प्रक्रिया, पाठ योजना- परिभाषा,तत्व एवं उपागम और पाठ योजना के चरण और उनका क्रियान्वयन ।
- भाषा शिक्षण में वर्ण/ शब्द व्यवस्था स्वर, व्यंजन,अक्षर, वर्तनी, लिंग, वचन,वाक्य के अंग ,वाक्य के भेद, कारक चिन्ह का अध्ययन ।
- हिन्दी शिक्षण के ज्ञानात्मक ,बोधात्मक ,कौशलात्मक और भावनात्मक उद्देश्यों का निर्धारण
- विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन ।

इकाई ३ : हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- गद्य शिक्षण की अर्थबोध ,व्याख्या विस्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा ।
- पद्य शिक्षण की शब्दार्थ कथन ,खंडान्वय ,व्यास और समीक्षाविधि का परिचय
- माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता, उपयोगिता,व्याकरण शिक्षण की विधि –निगमन,आगमन ,पाठ्यपुस्तक विधियों का मूल्यांकन
- भाषा शिक्षण की प्रमुख विधियों के नाम एवं प्रदाता के नाम, शिक्षण उपकरणोंका संप्रत्यय ,उद्देश्य और उपयोगिता

इकाई ४ : भाषा अधिगम, एवं शब्द- सृजन प्रक्रिया एवं मूल्यांकन की प्रविधि

- भाषा शिक्षण के दौरान शब्द- सृजनका प्रयोग—शुद्ध-अशुद्ध , पर्यायवाची शब्द, देशज- विदेशज शब्द |
- भाषा शिक्षण के दौरान शब्द- सृजनका प्रयोग – उपसर्ग ,प्रत्यय ,संधि शिक्षण,समास शिक्षण |
- भाषा में मूल्यांकन की संकल्पना ,उद्देश्य और महत्व एवं प्रकार , और सतत एवं व्यापक मूल्यांकन।
- श्रुतलेख,सुलेख,अनुलेख,प्रतिलेख,कक्षागत पाठ्य सहगामी गतिविधियों : -गीत ,अभिनय, संवाद क्रियाकलाप,नेतृत्व के गुण और पोर्टफोलियो बनाना |

संदर्भ पुस्तके—

- हिन्दी शिक्षण : अभिनव आयाम , डॉ श्रुतिकान्त पाण्डेय अकसीस प्रकाशन ,दरियागंज नई दिल्ली 2010
- हिन्दी शिक्षण ,उमा मंगल ,आर्य बुक डिपो करोल बाग नई दिल्ली 2005
- हिन्दी शिक्षण ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदिर ,आगरा 2005
- हिन्दी साहित्य का इतिहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई दिल्ली 2006
- हिन्दी शिक्षण रमन बिहारी लाल ,रस्तोगी प्रकाशन ,मेरठ 2002
- हिन्दी शिक्षण ,सावित्री सिंह 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 Mifflin Company
- 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 voce 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	Special	Working as teacher assistant for	30	10	

	assistant	school for children with Hearing Impairment	prayers / assembly, checking hearing device, attendance, home 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 – EHBDD2: 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- EHBTD3: 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.
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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- EHBDD5: 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 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- EHBTD6: 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, 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- EHBTD7: 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- EHBTD8: 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
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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
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Hands on Experience

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

				MARKS: 100 CREDITS: 4 8 Hrs. /wk
SL. No.	Task for the student-teacher	Disability focus	Education setting	Submission
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*

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

COURSE-ELBDEF2: INCLUSIVE SCHOOL*

				MARKS: 100 CREDITS: 4 8 Hrs./wk
SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
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.

