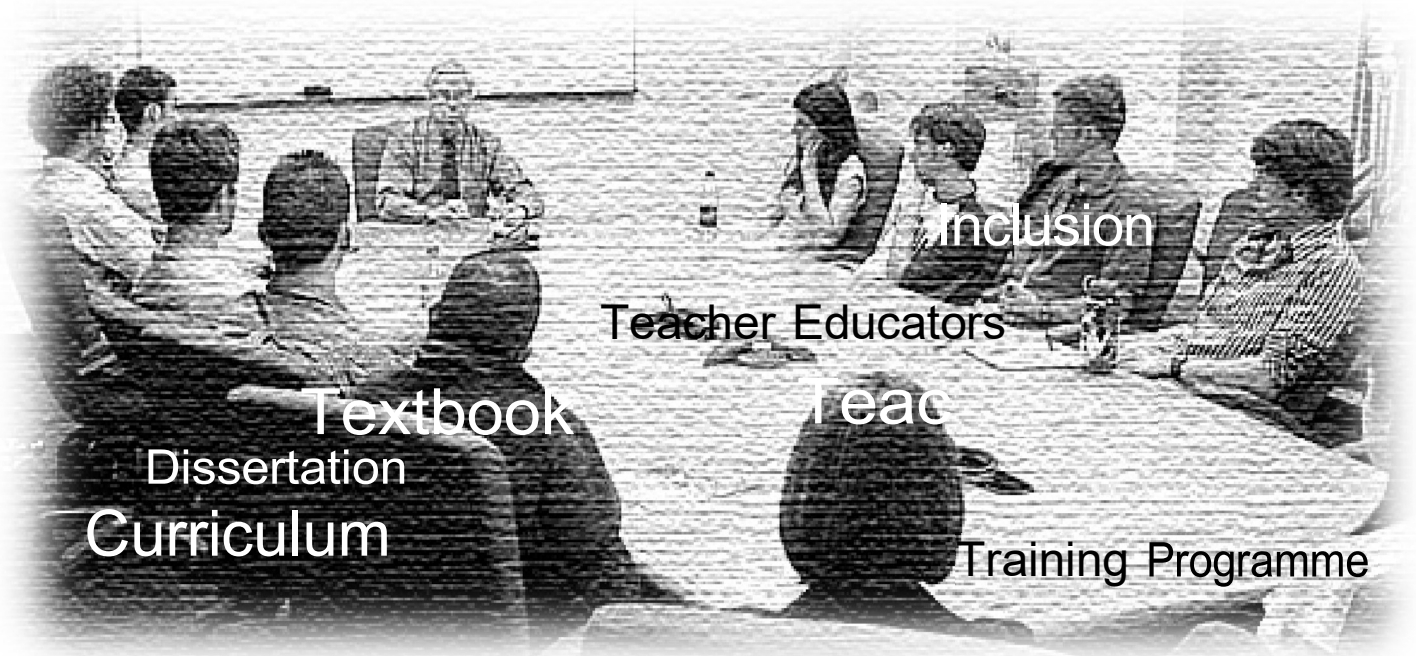


# Curriculum for Two–Year M.Ed. Programme



Academic Session 2023–25

Department of Education  
Guru Ghasidas Vishwavidyalaya  
(A Central university)

Bilaspur, Chhattisgarh

**Following are the outcomes expected from the Teacher Education Programmes run by the Department of Education, GGV**

**PROGRAMME OUTCOMES:**

The Prospective Teachers will be able to

PO1. Function as globally and professionally competent teachers and practitioners of education

PO2. Engage themselves in the noble profession as Humane teachers laden with traditional and constitutional values

PO3. Contribute towards sustainable development for futuristic society

PO4. Function as sensitive and responsive teachers and researchers with multidisciplinary and multicultural perspectives

PO5. Develop themselves holistically through lifelong learning for professional excellence

**PROGRAMME SPECIFIC OUTCOMES:**

At the end of the **Two-Year Master of Education** degree Programme:

**PSO 1. Knowledge:** The Prospective Teacher Educators will demonstrate (i) systematic and extensive content knowledge and understanding of the academic field of 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 School Education and Teacher Education; (ii) procedural knowledge that creates teaching professionals in their respective subject area and specialization are a Including Pedagogic knowledge and Technological knowledge and (iii) Meta cognitive knowledge for continuous self-development for professional excellence

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

**PSO 3. Research capability:** The Prospective Teacher Educators will demonstrate (i) ability to identifying appropriate research problems in the field of education, structure research design, and write research proposals (ii) skills of identifying and designing research tools, (iii) skills of data collection, management and analysis and using software for the purpose, (iv) skills of academic research communication, (v) positive attitude of

following research ethics

PSO 4.**Ethics and Inclusiveness:** The Prospective Teacher 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) are as on able degree of professional ethics as teachers or researchers

PSO5.**Critical and creative thinking:** The Prospective Teacher 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 school education and that of teacher education in the local, national, and global context (ii) ability to pursue novel approaches in teaching-learning ,administration & management as well as in Social Science research to establish new benchmarks for policies and practices of education

PSO 6.**Communication:**The Prospective Teacher Educators will demonstrate skills of effective reading, writing, speaking and listening, in personal, instructional, academic as well as in digital context to establish meaningful relationship with stakeholders within and outside the educational institution and the research fraternity

PSO 7.**Lifelong learning:** The Prospective Teacher 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 8.**Collaboration:** The Prospective Teacher Educators will demonstrate ability to work effectively and respectfully with diverse peer teams or adult learners groups, or with the social composite resources to 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 teacher-educator and educational leader

PSO 9.**Management and Leadership:** The Prospective Teacher Educators will demonstrate capacity of identifying or mobilizing appropriate physical or human resources required for organizing fruitful learning activities within and outside the classroom in a Teacher-EducationInstitute,aswellasthatofdevelopingasustainableandself-reliantinstitutionaleco-system.

PSO10.**Social Responsibility:** The Prospective Teacher Educators will demonstrate capacity of extending their understanding of social dynamics for designing need-based community-reach educational services and research activities.

**Objectives of M.Ed. Programme:**

The Master of Education Programme is a professional course that prepares teachers educators for understanding the discipline of Education and acquiring specialized expertise to participate in the processes of teacher education as well as in that of school education from elementary to senior secondary level and developing research capacities. The objectives of M.Ed. programme are to provide a conducive learning environment to the prospective teacher educators for–

- Developing an understanding about the school education system in philosophical, social, cultural, political, economic and historical perspectives
- Developing an understanding of curriculum, policy, evaluation, innovations in the context of overall education process referring to individual differences and learning process.
- Developing an understanding of teacher education in the context of its changing focus and contemporary methods, media and assessment.
- To develop basic competence in required skills for preparing curriculum materials, delivering effective instruction for prospective teachers, identifying and utilizing resource materials, conducting research in the field of education, and using ICT for various purposes of education.
- Developing the self-concept and self-esteem of the prospective teacher educators and empower them with some necessary skills so as to enhance their professional capacity for a balanced professional life.
- Developing capacity of research, knowledge construction and sharing through effective media.

**Duration of M.Ed. Programme:**

The M.Ed. 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 practicum and 90% for school internship (as per NCTE Regulation, 2014)

**Curriculum Framework:**

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

The M.Ed. curriculum shall comprise of three groups of courses as depicted below:

- |                    |   |   |
|--------------------|---|---|
| <b>Group I–</b>    | Perspectives<br>and Tool<br><br>Courses               | : Courses in Group I shall enhance the conceptual understanding of the discipline of education in the philosophical, sociological, historical, political context. They will also deepen the understanding of the psychological foundation of education, and shall aim at enhancing capacity of curriculum construction and conducting research as well as understanding the requirements of teacher education.  |
| <b>Group – II</b>  | Specialization<br><br>Courses                         | : Courses in Group II shall enable the prospective teacher educators to have specialized understanding of elementary education or secondary education to be able to set achievable goals, developing competencies to envision and design curriculum, pedagogy and assessment, Educational Measurement & Evaluation inclusive strategies, Guidance and counselling services, using educational technology for improving learning and education as a whole. |
| <b>Group – III</b> | Professional<br>Enrichment<br>and Field<br>Engagement | : The Group III provides the prospective teacher educators a context of hands-on experience to practice their professional skills in effective communication, expository and academic writing and conducting educational research. It shall also provide a context of getting a holistic understanding of various complexities in the process of teacher education.   |



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

<b>SEMESTER – I</b>							
<b>AREA/GROUPS</b>	<b>PAPER/COURSE</b>	<b>COURSE CODE</b>	<b>CRE DIT S</b>	<b>MAX MARK S</b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>MIN. PASS MARKS</b>
<b>Group I : Perspectives</b>	Introduction to Education Studies	EDMATT1	4	100	30	70	50
	Psychology of development and learning	EDMATT2	4	100	30	70	50
	Curriculum Studies	EDMATT3	4	100	30	70	50
<b>Group I: Tools</b>	Introduction to Research Methodology	EDMATT4	4	100	30	70	50
<b>Group II: Specialization</b>	Any one– (i) Elementary level of school Education	EDMATP1	4	100	30	70	50
	(ii) <b>Secondary level of school Education</b>						
<b>Group III: Professional Enrichment &amp; Field Engagement</b>	Self Development	EDMAGA1	1	25	25		13
	Communication skills and expository writing	EDMAGA2	1	25	25		13
<b>TOTAL</b>			<b>22</b>	<b>550</b>	<b>200</b>	<b>350</b>	<b>276</b>
<b>SEMESTER – II</b>							
<b>AREA/GROUPS</b>	<b>PAPER/COURSE</b>	<b>COURSE CODE</b>	<b>CRE DIT S</b>	<b>MAX MARK S</b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>MIN. PASS MARKS</b>
<b>Group I : Perspectives</b>	Philosophical Perspectives of Education	EDMBTT1	4	100	30	70	50
	Pre-service and in-service teacher education	EDMBTT2	4	100	30	70	50
<b>Group I: Tools</b>	Advanced Research Methodology	EDMBTT3	4	100	30	70	50
<b>Group II: Specialization</b>	Any one: – (i) Primary Education: Curriculum Issues	EDMBTP1	4	100	30	70	50
	(ii) <b>Secondary Education: Curriculum Issues</b>						
<b>Group III: Professional Enrichment &amp; Field Engagement</b>	Dissertation: Area of Study, Literature Review & Rationale Presentation	EDMBDF1	2	50	50		25
	Internship in Teacher Education Institute	EDMBEF1	4	100	100		50
<b>TOTAL</b>			<b>22</b>	<b>550</b>	<b>270</b>	<b>280</b>	<b>275</b>

SEMESTER – III							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
<b>Group I : Perspectives</b>	Sociological Perspectives of Education	EDMCTT1	4	100	30	70	50
	Perspectives, research and issues in teacher education	EDMCTT2	4	100	30	70	50
<b>Group I: Tools</b>	Information and Communication Technology	EDMCGA1	2	50	50		25
<b>Group II: Specialization</b>	<b>Secondary education:</b> Understanding Educational Technology Introduction to inclusive education Understanding the Guidance Programme & Counselling Contemporary Ideas of Educational Evaluation	EDMCTP1 EDMCTP2 EDMCTP3 EDMCTP4	4	100	30	70	50
<b>Group III: Professional Enrichment &amp; Field Engagement</b>	Academic writing Research related techniques Dissertation: Proposal	EDMCGA2 EDMCGA3 EDMCDF1	2 2 2	50 50 50	50 50 50		25 25 25
<b>TOTAL</b>			<b>20</b>	<b>500</b>	<b>290</b>	<b>210</b>	<b>250</b>
SEMESTER – IV							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
<b>Group I : Perspectives</b>	History & Political Economy in Education	EDMDTT1	4	100	30	70	50
<b>Group II: Specialization</b>	<b>Secondary education:</b> Educational Technology and teaching learning process Understanding disabilities Guidance In Educational Institutes Tools For Educational Assessment	EDMDTP1 EDMDTP2 EDMDTP3 EDMDTP7	4	100	30	70	50
	<b>Secondary education:</b> Open And Technology Supported Education Developing Inclusive learning Environment Understanding the Counselling Service Quality & Standardization of Evaluation Tools	EDMDTP4 EDMDTP5 EDMDTP6 EDMDTP8	4	100	30	70	50
<b>Group III: Professional Enrichment &amp; Field Engagement</b>	<b>Dissertation:</b> Data Collection, Analysis & Report Writing	EDMDDF1	4	100	100		50
<b>TOTAL</b>			<b>16</b>	<b>400</b>	<b>190</b>	<b>210</b>	<b>200</b>
<b>TOTAL CREDITS FOR TWO YEARS</b>			<b>80</b>	<b>2000</b>	<b>950</b>	<b>1050</b>	<b>1000</b>

**Flexibility Elements in the curriculum:**

As alternatives to some of the courses offered as above, 2 credits may be flexibly allowed to be earned from the MOOC programs approved by the UGC as available in the appropriate semester of program duration. The availability of buckets of courses shall be announced at the beginning of semester. The credits will be reflected in the final progress report of the candidates. The total credit required for the programme will not be disturbed.

**Value Added Courses:**

Students may earn at least 2 credits from a bucket of courses offered by the ONLINE courses/MOOCs approved by UGC within the total duration of the programme which shall be reflected at the final progress report of the candidates. The availability of the courses will be announced at the beginning of I and II semesters so that the students may take courses as per their choice in whichever semester as suitable to them. The credit of the value-added course taken by the students shall be extra to the requirement of the total minimum credits for the particular programme.

**Weightage of Evaluation:**

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

<b>Group</b>		<b>Internal External</b>
Group I	–Perspective and tool Courses 70%	30%
Group II	–Specialization Courses 70%	30%
Group III	–Professional Enrichment and Field Engagement Courses	100%

**Internal Evaluation Scheme:**

Dissertation in Semester-IV comprise of 30 marks internal+50 marks external to be evaluated separately and viva voce of 20 marks to be evaluated by the board comprising of external and internal examiners.

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

**Mapping of Curriculum in terms of Course out comes, Programme Specific Outcomes and Programme Outcomes:**

COURSE_CODE	COURSE_NAME	CO	PS0.1	PS0.2	PS0.3	PS0.4	PS0.5	PS0.6	PS0.7	PS0.8	PS0.9	PS0.10	PO.1	PO.2	PO.3	PO.4	PO.5
EDMATT1	Introduction to Education Studies																
		CO.1	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0
		CO.2	2.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0
		CO.3	3.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	2.0
		CO.4	3.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0
		CO.5	3.0	1.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	1.0	1.0
			<b>2.8</b>	<b>2.2</b>	<b>2.4</b>	<b>2.0</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.2</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>2.2</b>	<b>2.2</b>	<b>2.0</b>
EDMATT2	Psychology of Development and Learning																
		CO.1	3.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.2	3.0	2.0	1.0	1.0	2.0	1.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.3	3.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.4	3.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.5	3.0	1.0	1.0	1.0	2.0	0.0	1.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	2.0
		CO.6	3.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	0.0	3.0	1.0	1.0	1.0	1.0
			<b>3.0</b>	<b>1.0</b>	<b>1.2</b>	<b>0.8</b>	<b>1.2</b>	<b>0.3</b>	<b>0.2</b>	<b>0.0</b>	<b>0.2</b>	<b>0.2</b>	<b>3.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.2</b>
EDMATT3	Curriculum Studies																
		CO1	3.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0	1.0	0.0	3.0	0.0	0.0	1.0	0.0
		CO2	3.0	3.0	1.0	3.0	1.0	1.0	0.0	0.0	0.0	0.0	3.0	0.0	1.0	1.0	1.0
		CO3	3.0	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	3.0	0.0	0.0	1.0	1.0
		CO4	3.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	0.0	2.0	1.0
		CO5	3.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	0.0	1.0	1.0
		CO6	3.0	3.0	2.0	0.0	2.0	0.0	0.0	2.0	0.0	0.0	3.0	2.0	1.0	2.0	2.0
		CO7	3.0	2.0	2.0	1.0	3.0	0.0	0.0	1.0	0.0	0.0	3.0	2.0	0.0	2.0	2.0
		CO8	3.0	0.0	1.0	2.0	2.0	0.0	1.0	0.0	0.0	1.0	3.0	2.0	2.0	1.0	0.0
		CO9	3.0	2.0	3.0	1.0	2.0	0.0	0.0	0.0	0.0	0.0	3.0	2.0	0.0	2.0	1.0
			<b>3.0</b>	<b>1.3</b>	<b>1.1</b>	<b>0.7</b>	<b>1.4</b>	<b>0.4</b>	<b>0.1</b>	<b>0.3</b>	<b>0.1</b>	<b>0.1</b>	<b>3.0</b>	<b>1.1</b>	<b>0.4</b>	<b>1.4</b>	<b>1.0</b>
EDMATT4	Introduction to Research Methodology																
		CO.1	3.0	3.0	3.0	0.0	3.0	3.0	0.0	0.0	3.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.2	3.0	3.0	3.0	0.0	0.0	3.0	0.0	0.0	3.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.3	3.0	3.0	3.0	0.0	3.0	3.0	0.0	0.0	3.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.4	3.0	3.0	3.0	0.0	0.0	3.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
			<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>0.0</b>	<b>1.5</b>	<b>3.0</b>	<b>0.0</b>	<b>0.0</b>	<b>3.0</b>	<b>0.8</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>
EDMATP1	Secondary Level of School Education																
		CO.1	3.0	1.0	3.0	1.0	3.0	1.0	3.0	2.0	2.0	3.0	3.0	2.0	1.0	2.0	2.0
		CO.2	3.0	2.0	2.0	2.0	2.0	2.0	3.0	1.0	1.0	1.0	2.0	1.0	3.0	2.0	2.0
		CO.3	3.0	2.0	2.0	2.0	2.0	1.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	1.0	2.0
		CO.4	3.0	2.0	2.0	3.0	2.0	1.0	2.0	3.0	2.0	2.0	3.0	1.0	2.0	2.0	1.0
		CO.5	3.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	1.0	2.0	3.0	2.0	2.0	3.0	2.0
			<b>3.0</b>	<b>2.0</b>	<b>2.2</b>	<b>2.0</b>	<b>2.4</b>	<b>1.6</b>	<b>2.4</b>	<b>2.2</b>	<b>1.6</b>	<b>2.2</b>	<b>2.6</b>	<b>1.8</b>	<b>2.0</b>	<b>2.0</b>	<b>1.8</b>
EDMAGA1	Self Development																
		CO.1	1.0	2.0	1.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	1.0	1.0	2.0
		CO.2	2.0	2.0	2.0	2.0	2.0	3.0	1.0	3.0	1.0	1.0	3.0	2.0	1.0	1.0	2.0
		CO.3	1.0	2.0	3.0	1.0	1.0	2.0	2.0	1.0	3.0	1.0	3.0	2.0	1.0	1.0	2.0
		CO.4	3.0	2.0	3.0	1.0	2.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	1.0	1.0	2.0

		CO.5	2.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	1.0	3.0	2.0	1.0	1.0	2.0
		CO.6	1.0	2.0	3.0	1.0	2.0	3.0	2.0	1.0	1.0	1.0	3.0	2.0	1.0	1.0	2.0
			<b>1.7</b>	<b>2.0</b>	<b>2.3</b>	<b>1.7</b>	<b>2.0</b>	<b>2.7</b>	<b>1.8</b>	<b>1.8</b>	<b>1.8</b>	<b>1.3</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>	<b>1.0</b>	<b>2.0</b>
EDMAGA2	Communication Skills and Expository Writing																
		CO.1	3.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0
		CO.2	3.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0
		CO.3	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.4	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
			<b>3.0</b>	<b>3.0</b>	<b>2.2</b>	<b>2.4</b>	<b>2.6</b>	<b>3.0</b>	<b>2.8</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>2.6</b>	<b>2.8</b>	<b>3.0</b>
EDMBTT1	Philosophical Perspectives of Education																
		CO1	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
		CO2	3.0	0.0	3.0	2.0	0.0	0.0	0.0	2.0	1.0	0.0	3.0	0.0	1.0	1.0	2.0
		CO3	3.0	0.0	2.0	0.0	1.0	2.0	0.0	1.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0
		CO4	3.0	1.0	1.0	2.0	0.0	1.0	0.0	1.0	0.0	0.0	2.0	3.0	1.0	1.0	0.0
		CO5	3.0	2.0	2.0	2.0	2.0	1.0	1.0	0.0	0.0	1.0	3.0	2.0	1.0	2.0	2.0
		CO6	3.0	1.0	0.0	3.0	0.0	0.0	0.0	1.0	0.0	0.0	2.0	2.0	2.0	2.0	0.0
		CO7	3.0	1.0	1.0	0.0	2.0	1.0	0.0	0.0	1.0	0.0	2.0	2.0	0.0	0.0	1.0
		CO8	3.0	1.0	0.0	1.0	2.0	2.0	0.0	0.0	0.0	0.0	2.0	2.0	2.0	2.0	0.0
			<b>3.0</b>	<b>.75</b>	<b>1.1</b>	<b>1.2</b>	<b>.87</b>	<b>.87</b>	<b>.12</b>	<b>.62</b>	<b>0.2</b>	<b>0.0</b>	<b>2.1</b>	<b>1.3</b>	<b>.87</b>	<b>1.0</b>	<b>0.6</b>
EDMBTT2	Pre-Service and In-Service Teacher Education																
		CO.1	3.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.2	3.0	2.0	3.0	2.0	2.0	1.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0
		CO.3	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0
		CO.4	3.0	3.0	3.0	1.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0
		CO.5	3.0	3.0	2.0	1.0	3.0	1.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0
			<b>3.0</b>	<b>2.6</b>	<b>2.6</b>	<b>1.6</b>	<b>2.6</b>	<b>1.6</b>	<b>3.0</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>3.0</b>	<b>2.8</b>	<b>2.8</b>
EDMBTT3	Advanced Research Methodology																
		CO.1	3.0	3.0	3.0	0.0	3.0	3.0	0.0	3.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.2	3.0	3.0	3.0	0.0	3.0	3.0	0.0	3.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.3	3.0	3.0	3.0	0.0	3.0	3.0	0.0	3.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.4	3.0	3.0	3.0	0.0	3.0	3.0	0.0	3.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0
			<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>0.0</b>	<b>3.0</b>	<b>3.0</b>	<b>0.0</b>	<b>3.0</b>	<b>0.0</b>	<b>0.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>
EDMBTP1	Secondary Education: Curriculum Issues																
		CO.1	3.0	1.0	3.0	1.0	3.0	1.0	3.0	2.0	2.0	3.0	3.0	2.0	1.0	2.0	2.0
		CO.2	3.0	1.0	2.0	2.0	2.0	2.0	3.0	1.0	1.0	1.0	2.0	1.0	3.0	2.0	2.0
		CO.3	3.0	1.0	2.0	2.0	2.0	1.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	1.0	2.0
		CO.4	3.0	1.0	2.0	3.0	2.0	1.0	2.0	3.0	2.0	2.0	3.0	1.0	2.0	2.0	1.0
			<b>3.0</b>	<b>1.0</b>	<b>2.3</b>	<b>2.0</b>	<b>2.3</b>	<b>1.3</b>	<b>2.5</b>	<b>2.3</b>	<b>1.8</b>	<b>2.3</b>	<b>2.5</b>	<b>1.8</b>	<b>2.0</b>	<b>1.8</b>	<b>1.8</b>
EDMBDF1	Dissertation: Area of Study, Literature Review and Rational Presentation																
		CO.1	2.0	3.0	3.0	1.0	3.0	1.0	1.0	1.0	0.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.2	2.0	3.0	3.0	1.0	3.0	2.0	1.0	1.0	0.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.3	2.0	3.0	3.0	2.0	3.0	2.0	1.0	2.0	0.0	0.0	3.0	2.0	1.0	1.0	1.0
		CO.4	2.0	3.0	3.0	1.0	3.0	2.0	1.0	1.0	0.0	0.0	3.0	2.0	1.0	1.0	1.0
		CO.5	2.0	3.0	3.0	2.0	3.0	2.0	1.0	1.0	0.0	0.0	3.0	2.0	1.0	1.0	1.0
			<b>2.0</b>	<b>3.0</b>	<b>3.0</b>	<b>1.4</b>	<b>3.0</b>	<b>1.8</b>	<b>1.0</b>	<b>1.2</b>	<b>0.0</b>	<b>0.4</b>	<b>3.0</b>	<b>1.6</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>
EDMBEF1	Internship in Teacher Education Institute																
		CO.1	1.0	2.0	1.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	3.0	1.0	1.0	3.0	1.0
		CO.2	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	3.0	1.0	1.0	3.0	1.0
		CO.3	1.0	2.0	0.0	2.0	1.0	1.0	1.0	3.0	3.0	1.0	3.0	2.0	1.0	3.0	2.0
		CO.4	1.0	2.0	3.0	1.0	1.0	1.0	1.0	3.0	3.0	1.0	3.0	1.0	1.0	3.0	1.0
			<b>1.0</b>	<b>2.0</b>	<b>1.3</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.8</b>	<b>2.3</b>	<b>0.8</b>	<b>3.0</b>	<b>1.3</b>	<b>1.0</b>	<b>3.0</b>	<b>1.3</b>
	Sociological	CO1	3.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	1.0	3.0	2.0	2.0	2.0	2.0

EDMCTT1	Perspective of Education	c02	3.0	0.0	0.0	2.0	2.0	0.0	0.0	2.0	0.0	1.0	3.0	2.0	2.0	3.0	2.0
		c03	3.0	1.0	1.0	3.0	2.0	1.0	0.0	0.0	2.0	2.0	3.0	2.0	2.0	3.0	1.0
		c04	3.0	0.0	2.0	3.0	3.0	2.0	0.0	0.0	0.0	0.0	3.0	2.0	2.0	2.0	1.0
		c05	3.0	0.0	1.0	3.0	3.0	1.0	0.0	1.0	1.0	2.0	3.0	2.0	1.0	2.0	2.0
		c06	3.0	2.0	1.0	2.0	2.0	1.0	0.0	2.0	1.0	2.0	3.0	2.0	2.0	2.0	2.0
		c07	3.0	0.0	1.0	1.0	2.0	0.0	0.0	1.0	1.0	2.0	3.0	2.0	1.0	2.0	1.0
		c08	3.0	0.0	1.0	1.0	2.0	1.0	0.0	1.0	0.0	2.0	3.0	2.0	3.0	2.0	1.0
			<b>3.0</b>	<b>.37</b>	<b>.87</b>	<b>1.8</b>	<b>2.2</b>	<b>.75</b>	<b>0.0</b>	<b>.87</b>	<b>.62</b>	<b>1.5</b>	<b>3.0</b>	<b>2.0</b>	<b>1.8</b>	<b>2.2</b>	<b>1.5</b>
EDMCTT2	Perspectives, Research and Issues in Teacher Education																
		CO.1	3.0	2.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	1.0	3.0	2.0	2.0	2.0	1.0
		CO.2	3.0	2.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	2.0	3.0	2.0	2.0	2.0	1.0
		CO.3	3.0	2.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	3.0	2.0	2.0	2.0	1.0
		CO.4	3.0	2.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	3.0	2.0	2.0	2.0	1.0
		CO.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0
			<b>3.0</b>	<b>2.2</b>	<b>1.4</b>	<b>1.4</b>	<b>1.0</b>	<b>1.4</b>	<b>0.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>3.0</b>	<b>2.0</b>	<b>2.2</b>	<b>2.0</b>	<b>1.2</b>
EDMCGA1	Information and Communication Technology																
		CO.1	3.0	1.0	2.0	2.0	3.0	3.0	2.0	1.0	1.0	2.0	3.0	2.0	2.0	3.0	2.0
		CO.2	2.0	1.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0	2.0	3.0	2.0	2.0	3.0
		CO.3	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0
		CO.4	3.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0
		CO.5	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0
		CO.6	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
		CO.7	3.0	2.0	2.0	2.0	2.0	2.0	3.0	1.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0
			<b>2.9</b>	<b>2.1</b>	<b>2.4</b>	<b>2.3</b>	<b>2.4</b>	<b>2.3</b>	<b>2.1</b>	<b>2.0</b>	<b>1.9</b>	<b>2.0</b>	<b>2.4</b>	<b>2.3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.3</b>
EDMCTP1	Understanding Educational Technology																
		CO.1	3.0	3.0	2.0	1.0	1.0	2.0	0.0	1.0	1.0	1.0	3.0	2.0	1.0	2.0	2.0
		CO.2	3.0	3.0	2.0	0.0	3.0	3.0	1.0	2.0	1.0	2.0	3.0	1.0	2.0	2.0	2.0
		CO.3	3.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	0.0	2.0	3.0	2.0	1.0	1.0	2.0
		CO.4	2.0	3.0	1.0	0.0	2.0	1.0	0.0	0.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.5	1.0	2.0	1.0	0.0	3.0	1.0	1.0	1.0	3.0	3.0	3.0	2.0	1.0	2.0	1.0
		CO.6	3.0	1.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.7	3.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.8	3.0	2.0	1.0	2.0	1.0	2.0	1.0	2.0	1.0	1.0	3.0	2.0	1.0	2.0	1.0
		CO-9	3.0	3.0	2.0	1.0	2.0	2.0	3.0	1.0	2.0	2.0	3.0	1.0	2.0	2.0	1.0
			<b>2.6</b>	<b>2.2</b>	<b>1.2</b>	<b>0.6</b>	<b>1.6</b>	<b>1.6</b>	<b>1.0</b>	<b>1.1</b>	<b>1.2</b>	<b>1.6</b>	<b>3.0</b>	<b>1.4</b>	<b>1.2</b>	<b>1.5</b>	<b>1.3</b>
EDMCTP2	Introduction to inclusive education																
		CO.1	3.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.2	3.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.3	3.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.4	3.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.5	3.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
			<b>3.0</b>	<b>0.0</b>	<b>1.0</b>	<b>1.0</b>	<b>0.8</b>	<b>0.0</b>	<b>0.0</b>	<b>0.4</b>	<b>0.4</b>	<b>0.4</b>	<b>3.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>
EDMCTP3	Understanding the Guidance Program and Counselling																
		CO.1	3.0	0.0	0.0	0.0	3.0	3.0	0.0	0.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.2	0.0	3.0	0.0	0.0	3.0	3.0	0.0	0.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.3	3.0	0.0	0.0	0.0	3.0	3.0	0.0	0.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.4	3.0	0.0	0.0	0.0	3.0	3.0	0.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.5	3.0	1.0	1.0	1.0	2.0	2.0	1.0	1.0	1.0	1.0	3.0	3.0	3.0	3.0	3.0
			<b>2.4</b>	<b>0.8</b>	<b>0.2</b>	<b>0.2</b>	<b>2.8</b>	<b>2.8</b>	<b>0.2</b>	<b>0.2</b>	<b>0.2</b>	<b>0.8</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>
EDMCGA1	Academic Writing																
		CO.1	3.0	2.0	1.0	1.0	1.0	3.0	1.0	0.0	0.0	0.0	3.0	2.0	1.0	1.0	1.0
		CO.2	3.0	2.0	3.0	1.0	3.0	3.0	1.0	1.0	1.0	1.0	3.0	2.0	2.0	2.0	2.0
		CO.3	3.0	2.0	3.0	1.0	3.0	3.0	2.0	1.0	1.0	0.0	3.0	2.0	2.0	2.0	2.0

		CO.4	3.0	3.0	3.0	1.0	3.0	3.0	2.0	1.0	1.0	1.0	3.0	2.0	2.0	2.0	2.0
		CO.5	3.0	3.0	3.0	1.0	3.0	3.0	2.0	1.0	1.0	1.0	3.0	2.0	2.0	2.0	2.0
			<b>3.0</b>	<b>2.4</b>	<b>2.6</b>	<b>1.0</b>	<b>2.6</b>	<b>3.0</b>	<b>1.6</b>	<b>0.8</b>	<b>0.8</b>	<b>0.6</b>	<b>3.0</b>	<b>2.0</b>	<b>1.8</b>	<b>1.8</b>	<b>1.8</b>
EDMCGA2	Research Related Techniques																
		CO.1	3.0	3.0	3.0	0.0	3.0	3.0	2.0	0.0	1.0	0.0	3.0	1.0	2.0	1.0	1.0
		CO.2	3.0	3.0	2.0	1.0	3.0	2.0	3.0	1.0	2.0	1.0	3.0	1.0	2.0	1.0	2.0
		CO.3	3.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	1.0	2.0	2.0	2.0
			<b>3.0</b>	<b>3.0</b>	<b>2.3</b>	<b>1.0</b>	<b>3.0</b>	<b>2.3</b>	<b>2.3</b>	<b>1.0</b>	<b>2.0</b>	<b>1.0</b>	<b>3.0</b>	<b>1.0</b>	<b>2.0</b>	<b>1.3</b>	<b>1.6</b>
EDMCDF1	Dissertation: Proposal of Scheme of Study and Tool Preparation																
		CO.1	3.0	3.0	3.0	1.0	3.0	3.0	1.0	3.0	1.0	1.0	3.0	2.0	1.0	2.0	1.0
		CO.2	2.0	3.0	1.0	1.0	3.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	1.0	3.0	1.0
			<b>2.5</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>	<b>3.0</b>	<b>2.5</b>	<b>1.0</b>	<b>2.0</b>	<b>1.0</b>	<b>1.0</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>	<b>2.5</b>	<b>1.0</b>
EDMDTT1	History and Political Economy in Education																
		CO.1	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0
		CO.2	2.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0
		CO.3	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0
		CO.4	3.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0
		CO.5	3.0	3.0	3.0	2.0	2.0	1.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0
			<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.8</b>	<b>2.8</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>
EDMDTP1	Educational Technology and Teaching Learning Process																
		CO.1	3.0	3.0	3.0	0.0	3.0	2.0	1.0	1.0	2.0	1.0	3.0	1.0	1.0	2.0	3.0
		CO.2	3.0	0.0	2.0	1.0	2.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	2.0
		CO.3	2.0	1.0	1.0	0.0	2.0	1.0	2.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	2.0
		CO.4	3.0	1.0	3.0	2.0	1.0	2.0	2.0	1.0	0.0	3.0	2.0	3.0	0.0	3.0	2.0
		CO.5	3.0	0.0	0.0	2.0	2.0	2.0	1.0	1.0	2.0	0.0	2.0	0.0	2.0	0.0	3.0
		CO.6	3.0	1.0	2.0	3.0	3.0	2.0	2.0	1.0	2.0	1.0	3.0	2.0	2.0	2.0	2.0
			<b>2.8</b>	<b>1.0</b>	<b>1.8</b>	<b>1.3</b>	<b>2.1</b>	<b>1.6</b>	<b>1.5</b>	<b>0.8</b>	<b>1.8</b>	<b>0.8</b>	<b>1.8</b>	<b>1.1</b>	<b>1.0</b>	<b>1.3</b>	<b>2.3</b>
EDMDTP2	Understanding Disabilities																
		CO.1	3.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.2	3.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.3	3.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.4	3.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.5	3.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
			<b>3.0</b>	<b>0.0</b>	<b>1.0</b>	<b>1.0</b>	<b>0.8</b>	<b>0.0</b>	<b>0.0</b>	<b>0.4</b>	<b>0.4</b>	<b>0.4</b>	<b>3.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>
EDMDTP3	Guidance in Educational Institutes																
		CO.1	2.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0
		CO.2	3.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0
		CO.3	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0
		CO.4	2.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0	0.0
		CO.5	3.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0
			<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.0</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>2.0</b>
EDMDTP4	Open and Technology Supported Education																
		CO.1	3.0	0.0	0.0	0.0	2.0	1.0	0.0	0.0	0.0	0.0	3.0	0.0	0.0	1.0	0.0
		CO.2	3.0	2.0	0.0	1.0	1.0	0.0	0.0	0.0	1.0	0.0	3.0	0.0	1.0	1.0	1.0
		CO.3	3.0	2.0	1.0	1.0	2.0	1.0	1.0	0.0	1.0	1.0	3.0	1.0	1.0	1.0	0.0
		CO.4	3.0	2.0	1.0	2.0	2.0	1.0	1.0	0.0	2.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.5	3.0	1.0	1.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	0.0	0.0	1.0	0.0

		CO.6	3.0	3.0	2.0	2.0	2.0	2.0	0.0	1.0	2.0	1.0	3.0	1.0	2.0	1.0	0.0
		CO.7	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0	1.0	0.0	3.0	0.0	2.0	1.0	1.0
			<b>3.0</b>	<b>1.6</b>	<b>1.0</b>	<b>1.3</b>	<b>1.4</b>	<b>0.7</b>	<b>0.3</b>	<b>0.1</b>	<b>1.0</b>	<b>0.4</b>	<b>3.0</b>	<b>0.4</b>	<b>1.0</b>	<b>1.0</b>	<b>0.4</b>
EDMDTP5	Developing inclusive learning environment																
		CO.1	3.0	2.0	1.0	2.0	2.0	0.0	0.0	0.0	1.0	2.0	3.0	1.0	1.0	2.0	0.0
		CO.2	3.0	1.0	1.0	1.0	2.0	0.0	1.0	1.0	1.0	1.0	3.0	1.0	1.0	2.0	1.0
		CO.3	3.0	1.0	2.0	1.0	2.0	1.0	0.0	2.0	1.0	1.0	3.0	1.0	1.0	2.0	1.0
		CO.4	3.0	3.0	3.0	1.0	2.0	1.0	0.0	1.0	1.0	1.0	3.0	1.0	1.0	2.0	1.0
		CO.5	3.0	2.0	2.0	2.0	2.0	1.0	2.0	3.0	1.0	2.0	3.0	1.0	1.0	2.0	1.0
			<b>3.0</b>	<b>1.8</b>	<b>1.8</b>	<b>1.4</b>	<b>2.0</b>	<b>0.6</b>	<b>0.6</b>	<b>1.4</b>	<b>1.0</b>	<b>1.4</b>	<b>3.0</b>	<b>1.0</b>	<b>1.0</b>	<b>2.0</b>	<b>1.0</b>
EDMDTP6	Understanding the Counselling Service																
		CO.1	3.0	0.0	0.0	0.0	3.0	3.0	0.0	0.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.2	3.0	0.0	0.0	0.0	3.0	3.0	0.0	0.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0
		CO.3	3.0	3.0	0.0	0.0	3.0	3.0	0.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.4	3.0	3.0	0.0	0.0	3.0	3.0	0.0	0.0	0.0	3.0	3.0	3.0	3.0	3.0	3.0
			<b>3.0</b>	<b>1.5</b>	<b>0.0</b>	<b>0.0</b>	<b>3.0</b>	<b>3.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>1.5</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>
EDMDDF1	Dissertation: Data Collection ,Analysis and Report Writing																
		CO.1	1.0	3.0	3.0	1.0	1.0	1.0	1.0	0.0	2.0	1.0	3.0	1.0	1.0	2.0	1.0
		CO.2	2.0	3.0	3.0	1.0	3.0	1.0	1.0	1.0	1.0	0.0	3.0	1.0	1.0	2.0	1.0
		CO.3	2.0	3.0	3.0	1.0	3.0	3.0	1.0	1.0	0.0	1.0	3.0	1.0	1.0	1.0	2.0
		CO.4	2.0	3.0	3.0	1.0	3.0	3.0	1.0	1.0	0.0	1.0	3.0	1.0	2.0	2.0	1.0
			<b>1.8</b>	<b>3.0</b>	<b>3.0</b>	<b>1.0</b>	<b>2.5</b>	<b>2.0</b>	<b>1.0</b>	<b>0.8</b>	<b>0.8</b>	<b>0.8</b>	<b>3.0</b>	<b>1.0</b>	<b>1.3</b>	<b>1.8</b>	<b>1.3</b>



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## **COURSE EDMATT1: INTRODUCTION TO EDUCATION STUDIES**

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### **COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

#### **The M.Ed. First Semester Students will be able to**

- CO 1-** Analyze the theoretical perspective & interdisciplinary nature of discipline
- CO 2-** Attribute the educational thoughts of educationists
- CO 3-** Differentiate the various sources and issues of knowledge
- CO 4-** Critique the social and cultural context of education
- CO 5-** Produce the contribution of educational thinkers

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### **UNIT – I: EDUCATION AS A DISCIPLINE: THEORETICAL PERSPECTIVE & INTERDISCIPLINARY NATURE**

- Education as a Discipline influenced by social, cultural, political, economic and technological factors
- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and humane society
- Interdisciplinary nature of education: its relationship with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc.

### **UNIT–II: UNDERSTANDING EDUCATION THROUGH READINGS AND ANALYSIS (EDUCATIONAL THOUGHTS OF SOME EDUCATIONISTS)**

- Understanding education by analysis and synthesis of educational thought of the educators like, Dr B. R. Ambedkar (Writing & Speeches on Education), Swami Vivekananda, and J. Krishnamurti (On Education)

### **UNIT - III: INTER LINKAGE OF KNOWLEDGE WITH VARIOUS SOURCES AND ISSUES:**

#### **Linkage of:**

- Content knowledge with Pedagogy knowledge;
- School knowledge with community knowledge;
- Experiential Knowledge with empirical knowledge;
- Theoretical Knowledge and practical knowledge;
- Universal Knowledge and contextual knowledge;

### **UNIT – IV: SOCIAL AND CULTURAL CONTEXT OF EDUCATION**

- Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict
- Educational challenges of a multicultural and a multilingual classroom in Indian society
- Interrelationship between education and sustainable development
- Equality in Educational opportunity- critical analysis

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### **MODE OF TRANSACTION:**

- Seminar presentation on selected themes individually and collectively leading to discussion
- Library readings on selected theme/original texts followed by group discussion;
- Study of documents and references and reflective interaction with the peer group.

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

- Prepare a report on transforming society by the contribution of prescribed educational thinker (any one thinker).

- Prepare a profile of Mahatma Jyotiba Phule/Guru Ghasidas/ DhondoKeshavKarveetc with their contribution in the society.
- Critical analysis of linkage between school knowledge with community.
- Critical analysis of multicultural classroom and preparing a critical report on it
- Analysing the provision of Indian constitution to provide equal educational opportunities

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**Suggested reading/Learning Reference:**

- Archambault, R.D. Philosophical analysis and Education (1965) Routledge and Kegan Paul, London,s
- Badheka, G. (2006) Divaswapna, , National Book Trust of India, New Delhi
- Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
- Broudy, H.S. (1977) Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
- David T. Hansen,(ed)(2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education , State University of New York Press
- Deaden. R.F (1984): Primary Education. Routledge K Kegan & Paul
- Dewey, J (1963) Democracy and Education, Macmillan, New York.
- Dewey, J. (1956) The school and Society, University of Chicago Press.
- Dr Babasaheb Ambedkar Source Material Publication Committee, Government of Maharashtra (2005), Dr Babasaheb Ambedkar Writings and Speeches, Vol.2
- Education and National Development (1964-66), MHRD, New Delhi
- Freire, P (1970) Cultural action for freedom, Penguin education Special, Ringwood, Victoria, Australia.
- Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.
- Hospers, John: An introduction to Philosophical analysis
- Illich, Ivan :Deschooling society
- Krishnamurti , J. (2006) On Education, Krishnamurti Foundation of India, Chennai
- Krishna Kumar, Social Character of Learning,
- Krishna Kumar, What is Worth Teaching?, Orient Blackswan
- Kuroyanagi, T. ( ) Toto-chan – The Little Girl at the Window, translated by Dorothy Briton, National Book Trust of India, New Delhi
- NPE (1986) National Policy on Education, MHRD, New Delhi
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- Peters, R.S (ed), (1975): The Philosophy of Education, Oxford University Press, and London.
- Peters, R.S.(ed), (1975). Concept of Education. Oxford University Press, London.
- Peters, R.S.(ed), (1975). Ethics and Education. Oxford University Press, London.
- SanatKaul, Higher Education in India: Seizing the Opportunity, 2006, [www.icrier.org](http://www.icrier.org)
- Scheffler, Israel (1973): Reason and Teaching, International Library of the Philosophy of Education, Routledge & Kegan Paul Ltd
- Silver, Harold, (1983) 'Education as history' British library , Methuen London LA 631.7 S4 E2
- Swami Vivekananda, Shiksha
- University News, vol 53, No. 14. April 06-12, 2015
- University News, vol 53, No. 15. April 13-19, 2015
- You-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

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**COURSE EDMATT2: PSYCHOLOGY OF DEVELOPMENT AND LEARNING**

**COURSE OUTCOME**

**MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

**The M.Ed. First Semester Students will be able to:**

- CO 1.** Reflect on various issues and concerns of psychology in the context of education
- CO 2.** Visualize multiple dimensions and stages of learner's development and their implications on learning
- CO 3.** Recognise various characteristics the learner at different dimensions
- CO 4.** Reflect on the dimensions along which learners learn.
- CO 5.** Critically analyse the process of learning from the point of view of cognitive and constructivist perspectives and delineate the implications
- CO 6.** Relate the process of learning with various psychological perspectives and theories and also identify the factors influencing the learning process.

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**UNIT- I: INTRODUCTION TO PSYCHOLOGICAL BASIS OF EDUCATION**

- Psychology as scientific study, psychological concerns and learner-(mind, consciousness, behavior, and experience)
- Major schools of psychology in the context of learner and learning- Structuralism, behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive perspectives.

**UNIT-II: UNDERSTANDING THE LEARNERS AND THEIR DEVELOPMENT**

- Development – Concept, stages, dimensions.
- Factors influencing development – genetic & environmental (in brief).
- Theories of development and their implications in understanding learner and learning:
  - Piaget's Cognitive development
  - Erikson's psycho-social development
  - Kohlberg's moral development
  - Chomsky's Language development (major concerns)

**UNIT-III :UNDERSTANDING THE PROCESS OF LEARNING**

- Cognitive process: perception, attention, memory, development of concepts,
- Learning as construction of knowledge: meta cognition, socio-cultural mediation, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field.
- Motivation in learning: intrinsic and extrinsic motivation, humanistic approach of motivation.

**UNIT-IV:THEORIES OF LEARNING**

- Insight theory/ wholistic approach to Learning as proposed by Gestalt: major postulates; principles of perception, insight, \* Educational implication
- Purposive Behaviorism as proposed by Tolman: major postulates; learning Vs performance, latent learning, place Vs response learning, kinds of learning, Educational implication
- Hierarchies of Learning as proposed by Gagne: the outcomes of learning, hierarchical structure of learning, \*Educational implication.
- Social Cognitive approach to learning as proposed by Bandura: reciprocal determinism, observational learning, changing concepts of reinforcement\*Educational implication.
- Social Learning: Habits; Cues, Secondary Rewards, Learning dilemma, Language & Reasoning in relation to social context of learning; \*Educational implication

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**MODE OF TRANSACTION:** Lecture, discussion, power point presentations. Flipped/Blended

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**PRACTICUM:**

- Contributions of eminent psychologists towards learning.
- Effects of socio-cultural mediation on learning.
- Preparation of profile of a learner on the basis of Erickson's psycho-social development.
- Illustration of different stages/ hierarchies of learning as suggested by Gagne.
- \*Educational implications of different learning theories.
- Suggested reading/Learning Reference

- Delamater, John. (2003). *Handbook of Social psychology*. Springer. Higgins, E.T. and Kruglanski, A.W. (1996). *Social Psychology: Handbook of Basic Principles*. Oxford Press, New York.
- Piaget, J. (1999). *Judgment and reasoning in the child*. London: Routledge.
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- Chrisopher, J.C. (1994). *The Influence of early Experience on Human Personality Development*. New Ideas In Psychology
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- Brown, R. (2000). *Group Processes: Dynamics Within and Between Groups*. ( 2nd Edition). Blackwell Publishers.
- Christian, Jyoti (1984). *Classroom Group Dynamics*. Meerut: Anu Books.
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- In H.V. Kraemer (ed) *Youth and Culture: A Human Development Approach*. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., & Hower, A. (1983). *Moral Stages: A Current Formulation and a Response to Critics*. New York: S. Karger.
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- Maslow, A.H. (1970). *Motivation and Personality* (2nd edition). New York: Harper & Row.
- Meyers, D.G. *Social Psychology*. Tata-Mcgraw Hill. VIII Edition.
- Miranda, E. (1990). *Teaching Schools and Society* (1st edition) Falmer Press.
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- Sekav, S.V.K. (2005). *Education Society and Pedagogy*. Arise Publishers and Distributors. New Delhi.
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- Srivastava, G.N.P. (1995). *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India. Srivastava, G.N.P. (1986) *Recent Approaches to Personality Study*. APRC, Agra.
- Wendy Conklin (2006). *Instructional Strategies for Diverse Learners- Practical Strategies for Successful Classrooms*. Shell Educational Publishing
- Ausubel D.P. and Robison F.G. : *School learning An introduction to Educational Psychology*
- New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : *Psychology of learning & Teaching*, New York Macgraw Hill B
- Gage and Berlinger : *Educational Psychology*, Boston Houghton Mifflins Company 1984.
- Hays J.R. : *Cognitive Psychology, Thinking and Creating*. Homewood Illinois. The Dorsey press 1978
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- Tripathy, L. K. *Vyaktivake Siddhanta*,
- Singh, A.K. *Vyaktivake Manovigyan*, Bharatiya Publication, Patna
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- Hall, C. C., Lindsey, G. & Campbell, J.B. (1997). *Theories of personality* (4th ed.). New York: Wiley
- Judd C.H. *Educational Psychology*, Guwahati, Nivedita DK Distributors, 5302
- Long Martyn *The Psychology of Education*, Roulledge Falner Publication, London, 5300
- Mangal, S.K. *Advanced Educational Psuchology*, Printice Hall of India, New Delhi
- Nayak, A.K. & Rao, V.K. *Educational Psychology* APH, Publishing Cooperation, New Delhi 5302
- Sahoo F.M. *Psychology in Indian Context*, Agra, Bhargava Book House, 5302
- Woolfolk, Anita. *Educational Psychology*, Pearson Education Pvt. Ltd. Delhi, 5304
- You-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

**COURSE EDMATT3: CURRICULUM STUDIES****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

The prospective teacher educators will be able to:

CO1: define the curriculum

CO2: differentiate ILO from PLE

CO3: get an insight about foundations of curriculum

CO4: understand various types of curriculum designs and models

CO5: construct curriculum using various designs and models

CO6: analyze factors that influence the curriculum

CO7: determine his/her role in curriculum change

CO8: understand the need and the process of curriculum evaluation

CO9: evaluate various existing curriculums and suggest changes

**UNIT-I: CONCEPT, PRINCIPALS AND FOUNDATION OF CURRICULUM**

- The Concept of Curriculum (Curriculum as a Content, Product, Process, Plan activities, Learning outcomes, Cultural Reproduction, Social Reconstruction and Experience)
- Intended Learning Outcomes (ILOs) vs Planned Learning Outcomes (PLEs)
- Types of curriculums
- Principles of Curriculum Planning
- Bases/Foundation of Curriculum: Philosophical, Sociological, Psychological, Subject Oriented

**UNIT-II: CURRICULUM DEVELOPMENT: DESIGN AND DEVELOPMENT**

- Curriculum Development: Its Meaning
- Curriculum Design:  
Its Components and Sources of Curriculum Design  
Types of Curriculum Design: Discipline Centered, Problem Centered and Learner Centered
- Curriculum Model:  
Technical-Scientific Model (Bobbitt & Charter, Ralph Tyler and Hilda Taba)  
Nontechnical-Nonscientific Model (Deliberation Model; Approach of Patrick Slattery and William Doll)
- Enacting Curriculum Development

**UNIT-III: CURRICULUM CHANGE**

- Curriculum Change; Meaning and Types and Stages of curriculum change.
- Factors affecting curriculum change: Social Factor, Cultural Factors, Political Factor, Pressure Group and Researcher
- Approaches to curriculum change
- Role of students, teachers and educational administrators in curriculum change and change/improvement
- Research in Curriculum for change: Scope and Types

**UNIT-IV: CURRICULUM EVALUATION**

- Curriculum Evaluation: Concept, Nature, Purpose
- Phases and Process curriculum evaluation
- Approaches to curriculum evaluation
- Models of Curriculum Evaluation: Tyler's Model, CIPP Model, Kirkpatrick's Model, Stakes' Model etc.

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Critical analysis of elementary/secondary/higher secondary school curriculum
- Developing guidelines for writing school text-book, work-book, teachers' hand-book and laboratory manual
- Evaluation of school text-books, work-books, teachers' hand-book, and manuals
- Situational Analysis of specific local needs in relation to Curriculum

- Identification of learning experiences along with learning outcomes (Language, mathematics, Science & Social Science) at secondary level of education

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**MODE OF TRANSACTION:** Lecture, group activities and Presentation

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**Suggested readings:**

- Anderson & Vernon (1956). *Principles and Procedure of Curriculum Improvement*. New York: Ronald Press Company,
- Chagla, M. C., (1962). *The Role of Education in the World of Today*. Bombay: Asia Publishing House
- Chary, Ryland, W., (1969); *Humanizing the School Curriculum Development and Theory*, New York; Random House
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- Verduin, J. R. (1967). *Cooperative Curriculum Improvement*, Prentice Hall.
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- Whecker, D. K. (1967). *Curriculum Process*, University of London Press.
- Wiles, J.W. & Bondi, J. (2006): *Curriculum Development: A Guide to Practice*. Pearson Publication

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**COURSE EDMATT4: INTRODUCTION TO RESEARCH METHODOLOGY**

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**COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6 Hrs./wk****M.Ed. First Semester' Student will be able to:**

- CO 1.** Explain the process of generating knowledge through research.
- CO 2.** Explain the process of identification of research problem
- CO 3.** Execute and use the sources and tools of data collection.
- CO 4.** Apply the proper process in conducting research.

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**UNIT - I: RESEARCH AS A PROCESS OF GENERATING KNOWLEDGE**

- Meaning and concept of knowledge and their forms- Empirical and Rational.
- Sources of knowledge through tradition, experience, reasoning and scientific way.
- Research: meaning, concept and its classification of nature of knowledge- fundamental & applied

**UNIT - II: IDENTIFYING RESEARCH PROBLEM**

- Role of field experiences, professional interaction and review of related literature.
- Identifying the knowledge gap, research questions and statement of research problem.
- Variable: meaning and types- continuous and discrete, independent and dependent
- Identifying and defining the variables in operational terms.
- Formulation of objectives.
- Differences between assumptions and hypothesis.
- Formulation, Characteristics and classification of hypothesis.

**UNIT - III: DATA COLLECTION– SOURCES AND TOOLS**

- Concept of population and sample.
- Concept and Methods of sampling.
- Sources of Data– Primary and secondary data sources; documents, records, real objects, pictures.
- Tools of data collection-Characteristics and selection criteria of Questionnaire, Scales, Schedule, Checklist.

**UNIT - IV: CLASSIFICATION OF RESEARCH METHODS**

Meaning and Importance of:

- Philosophical, Scientific and Historical.
- Qualitative and Quantitative.
- Descriptive, Experimental, Quasi-Experimental, Ex-post facto (Causal comparative), Co relational, field study, Survey, Developmental, follow-up.
- Naturalistic and Ethnographic.

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**PRACTICUM**

- Identifying the knowledge gap through review of related literature
- Establishing background and rationale of the study.

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**Suggested reading/Learning Reference:**

- -Best, J. W. & Kahn, J.V. (2008). Research in Education, (10th edition), Prentice Hall Inc, New Delhi.
- -Boota, K. D. Experimental Design in Behavioral Science, New Age International Publishing House New Delhi.
- -Buch, M.B. (1978). A Survey of Research in Education, CASE, Baroda, M. S. University.
- -Cohen, L., Manion, L. & Morrison, K. (2007). Research Methods in Education (6th Ed.), Routledge, London.
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- -Good, Barr & Scates. (1962). Methodology of Educational Research, New York : Appleton Crofts.



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- -Gupta, S. P. Concept of Educational Research. Allahabad, ShardaPustakBhawan.
  - -Irving, M. Copy. Symbolic Logic.Pearson Education Printice Hall, New Delhi.
  - -Kaul, L. (1998). Methodology of Educational Research, Vikas Publications, New Delhi.
  - -Kerlinger, F. N. (1978). Foundation of Behavioural Research, Surjeet Publications, Delhi.
  - -McMillan, J. H., & Schumacher, S. (2001). Research in Education. New York: Longman
- 
- You-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

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## COURSE EDMATP1: SECONDARY LEVEL OF SCHOOL EDUCATION

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### COURSE OUTCOMES

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

**The M.Ed. First semester students will be able to:**

- CO 1.** Explain the concept and evaluate the structure of school education system in India
- CO 2.** Examine the organizational hierarchy of secondary education and the role of various stakeholders at national, state and district level.
- CO 3.** Evaluate the various elements, norms, status indicators and facilities of secondary school system of India
- CO 4.** Analyze the provisions of various schemes and programme for secondary school education.
- CO 5.** Develop the skills of analysis and interpretation of collected data on secondary education and their presentation.

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### UNIT-I: CONCEPT AND STRUCTURE OF SCHOOL EDUCATION

- School Education: Nature and Aims, Existing Structure—elementary, secondary and higher secondary.
- New Academic structure as per National Education Policy (NEP)-2020
- Concept of Secondary Education; Aims and Characteristics of Secondary Education as per National Education Policy (NEP)-2020.
- Types of schools:
  - Government, Government –aided and Private
  - Residential and Non-residential schools
  - Home-schooling
  - School under public Private Partnership (PPP) model
- School Complex/ Cluster
- Responsibilities of School Education on state and center; Budgetary allocation to school education

### UNIT-II: ORGANISATIONAL HIERARCHY OF SECONDARY EDUCATION

- **National level** Organizations and Institutions: Ministry of Education; Ministry of Social Justice and Empowerment; Ministry of Tribal Affairs; Ministry of Minority Affairs
- **State level** Organizations and Institutions: State Departments of Education, Directorates; State Boards of School Education, SCERT, State Institute of Educational Technology (SIET), Department of Public Instruction
- **District level** Organizations and Institutions: District Education Office, Block Education Office,

### UNIT-III: SCHOOL SYSTEM AT SECONDARY LEVEL

- SMC (School Management Committee), SCMC( School Complex Management Committee), PTA (Parent Teacher Association); Norms required for secondary school (affiliated to state or central board) and up gradation
- National comparison of Secondary Education- in terms of access, enrolment, retention, dropout, and out of school children
- Status of Infrastructural facilities-classrooms, library, Separate toilets for boys, girls and Divyang, drinking water, medical check-up, ramps and electricity
- Standard Setting and Accreditation for School education: Quality improvement in schools with respect to curricular aspects, Teaching –Learning and Evaluation, Innovation and extension

activities, infrastructure and learning resources, student support and progression, school ethos, values and good practices.

#### UNIT-IV: SCHEMES AND PROGRAMMES FOR SECONDARY EDUCATION

- Samagra Shiksha Abhiyan (SSA), Information and Communication Technology in Schools
- INSPIRE in promotion of Science and Technology, Atal Tinkering Lab, National Talent Search Examination(NTSE)
- Girl Child Development Programme at Secondary stage; Kasturba Gandhi Balika Vidyalayas.
- National Vocational Education Qualification Framework (NVEQF)

#### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Presentation of budgetary provision in different sections of school education in different states
- Study of a BRC/DEO in the context of managing local secondary education
- Presentation in group for status of infrastructure in secondary education in local schools
- Preparation of school profiles of different types of secondary schools.
- Visit a secondary school and investigate the quality of the school based on the recommended norms.
- Presentation\study of girl's child development programme at secondary level.

#### Suggested Readings/References

- Aggarwal, J.C. (1988): *Teachers Role, Status, Service Conditions and Education in India*. (Doaba House)
- Aggarwal, J.C. (2004) *Development of Education System in India*. New Delhi: Shipra.
- Aggarwal, J.C. (2005) Recent developments and trends in education. New Delhi :Shipra Publication.
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- Jayapalan, N. (2005) Problems of Indian Education. New Delhi: Atlantic.
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- Khan, A. (2006) Education in the Modern Indian Context. New Delhi: Arisep.
- Khanna, P.K. (2005) Education in the New Millennium. Jaipur: ABD
- Kochhar S.K. - Secondary School administration
- Kumar, I. and Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala.
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- Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling Publishers Pvt. Ltd.
- Naik, J.P., (1975): Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.
- National Curriculum Framework for School Education (2000) New Delhi: NCERT.
- National Curriculum Framework for School Education (2005) New Delhi: NCERT.

- National Policy of Education, 1986 (With modifications of Action 1992) New Delhi: MHRD, 1992
- National Policy of Education, 1986, programme of action 1992 (New Delhi: MHRD) 1992
- NCTE (2009) NCF for Teacher Education: New Delhi
- National Policy of Education, (1992) Modification and their POA's, MHRD, Dept. of Education
- NCERT (1997) Code of Professional Ethics for Teachers.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Report of the Delors Commission, UNESCO, 1996
- Rao, V.V. (2004) Education in India: DPH.
- SudeshMudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- UNICEF (January 2014) All Children in school by 2015 Global Initiative on Out-of-School Children, South Asia Regional Study Covering Bangladesh, India, Pakistan and Sri Lanka at <http://www.uis.unesco.org/Library/Documents/out-of-school-children-south-asia-study-2014-en.pdf>
- MHRD (n.d.) Secondary Education at <http://mhrd.gov.in/overview-secondary-education>
- Allocation of Business Rules [http://mhrd.gov.in/allocation\\_business\\_rules\\_se](http://mhrd.gov.in/allocation_business_rules_se)
- Dash, M. (2004) Education in India: Problems and Perspectives. New Delhi: Atlantic Publishers and Distributors
- Pathak, R.P. (2012) Development and Problems of Indian Education. New Delhi: Pearson Education India
- Biswal, K. (2011) Secondary Education in India: Development Policies, Programmes and Challenges, Consortium for Research on Educational Access, Transitions and Equity, NEUPA at <http://www.nuepa.org/Download/Publications/Create/PTA%202011/PTA63.pdf>
- Department of School Education & Literacy at <http://www.performance.gov.in/?q=department/school-edu>
- GOI (1956) Report of The Secondary Education Commission Mudaliar Commission at [http://www.teindia.nic.in/Files/Reports/CCR/Secondary\\_Education\\_Commission\\_Report.pdf](http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report.pdf)
- World Bank (January 2009) Secondary Education in India: Universalizing Opportunity. World Bank, Human Development Unit, South Asia Region at <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- Mehta, A.C. (2014) Status of Secondary Education in India: A Note based on DISE 2012-13 New Delhi: Data District Information System for Education (DISE) at [http://dise.in/Downloads/StatusofSecondaryEducationinIndia\\_2012-13.pdf](http://dise.in/Downloads/StatusofSecondaryEducationinIndia_2012-13.pdf)
- Ministry of Human Resource Development, GOI, Annual Report 2014-15 at [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/document-reports/Part1.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Part1.pdf)
- Allocation of Business Rules, 1961, Department of Social Justice and Empowerment (Samajik Nyaya AurAdhikaritaVibhag)at<http://socialjustice.nic.in/subject.php>
- Ministry of tribal affairs (n.d.) Education, at <http://tribal.nic.in/Content/EducationDivision.aspx>
- <https://egyankosh.ac.in/bitstream/123456789/71563/1/Unit-7.pdf>

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**COURSE- EDMAGA1: SELF DEVELOPMENT**

**COURSE OUTCOMES**

**MARKS: 25| CREDITS: 1 | 2HRS./WK**

**M.Ed. First Semester students will be able to:**

- CO 1.** know him fully
- CO 2.** develop effective communication and writing skills
- CO 3.** develop a complete knowledge of Indian society
- CO 4.** develop awareness to bring equality among gender
- CO 5.** know the real condition of Indian schools and develop sympathy towards students
- CO 6.** develop the leadership quality

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Determinants of self
- Assessing the self (meditation, yoga, anecdotal record, self-inventory, socio-metric analysis etc.)
- Knowing the nature of human being
- Knowing the Indian Society (through survey, workshop, seminar, community participation etc.)
- Visit to community (observing inclusion-exclusion, discrimination practices, gender socialization, and their effect on individual)
- Sensitivity towards opposite gender (observation & interaction)
- School observation (observe the real condition of the school and try to know the needs of the students and school)
- Leadership training (camp mode)

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**APPROACHES:** Socio-metric approach, social constructivist approach, seminar, workshop, community camp, self-meditation, etc.

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## **COURSE EDMAGA2: COMMUNICATION SKILLS AND EXPOSITORY WRITING**

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### **COURSE OUTCOMES**

**MARKS: 25 | CREDITS: 1 | 2HRS./WK**

#### **M.Ed. First Semester students will be able to:**

- CO 1.** exemplify the concept of communication.
  - CO 2.** explain essentials of communication.
  - CO 3.** present their ideas in group discussion
  - CO 4.** analyze expository Writing and the various text structures
  - CO 5.** apply the essential elements of expository writing
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#### **ACTIVITY- I: COMMUNICATION**

- Communication: meaning and nature
- Types of communications: Verbal and Non-Verbal communication
- Methods of communication: One way, Two way and collaborative

#### **ACTIVITY- II: ESSENTIALS OF COMMUNICATION**

- Process of communication
- Barriers of communication
- Essentials of communication
- Listen, converse, speak, present, explain and exposit the ideas in group before audience

#### **ACTIVITY-III: INFORMATION & COMMUNICATION TECHNOLOGY**

- Use of Internet in teaching learning process: Use of Search Engines, Use of Online Dictionaries, Translator, Plagiarism Software, Online Reviews of related literature
- Use of MOOCS (Massive Open Online Courses) for Distance Education

#### **ACTIVITY- IV: EXPOSITORY WRITING**

- Expository writing: concept and nature
- Types of expository writing
- Structure of the expository writing and its importance
- Essential elements of expository writing
- Text Structure
- Organization of the writing

#### **PRACTICUM**

- Workshop on aspects of communication
  - Preparation of report on the importance of ICT in communication
  - Draft note on expository writing
  - Draft a report on all activities
  - Writing notes on SSA, RMSA, RUSA, Special Education
  - Pair work
  - Group discussion
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#### **Suggested Readings:/References**

www- As per required websites for concern topic.

You-Tube Channel/ MOOCs/OER/E-Pathshala- As per topic/point

**COURSE EDMBTT1: PHILOSOPHICAL PERSPECTIVES OF EDUCATION****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

M. Ed. Second semester students will be able to:

- CO1: understand the need of philosophy for a teacher
- CO2: establish the relationship between philosophy and education
- CO3: understand the true nature of students and world
- CO4: identify the knowledge worth knowing and teaching
- CO5: understand the nature of knowledge and strive to find true knowledge
- CO6: determine the effective methods of knowing
- CO7: get an insight into the role of philosophy in shaping the objectives of education
- CO8: construct his own vision for teaching and school

**UNIT I: UNDERSTANDING PHILOSOPHY OF EDUCATION**

- Philosophy: Meaning, (as wisdom, ideology and critical enquiry) and Branches
- Philosophy of Education: Meaning, nature and Scope
- Relation between Philosophy and Education
- Functions of Philosophy of Education - Speculative, Normative, Analytical
- Need of Philosophy for a teacher

**UNIT II: UNDERSTANDING THE NATURE OF REALITY, MAN AND UNIVERSE**

- Metaphysics as the Study of Nature of Reality, Man and Universe; as means to understand the nature of learner and the curriculum
- Nature of Reality, Man and Universe in western thoughts (Realism, Naturalism etc.); implications for contents and methods of education, teacher-taught relationship
- Nature of Reality, Man and Universe in Indian thoughts (Vedanta, Jainism etc.); implications for contents and methods of education, teacher-taught relationship

**UNIT III: UNDERSTANDING KNOWLEDGE AND KNOWING**

- Epistemology as the study of nature and methods of knowledge; its Relevance to Education
- Knowledge as Pure Reason (Rationalism); its implication for method of teaching
- Knowledge as Experience (Empiricism); its implication for method of teaching
- Knowledge as perception, inference, analogy and testimony (Nyaya Darshan); its implication for method of teaching

**UNIT IV: UNDERSTANDING VALUES AND AIMS OF EDUCATION**

- Axiology (Values; Ethics, Aesthetics and Religion) and its Relevance to Education
- Pragmatism; the education for social function, and real-life experience
- Existentialism; education for individual development
- Idealism; the theoretical, logical and liberal Education
- Buddhism; education for ethical regeneration through self and social transformation

**TRANSACTION MODE:** Lecture, Discussion, Presentation

**PRACTICUM**

- Symposium on schools of philosophy or philosophical thought
- Identification of vision of school education in India, vision mission statements of schools and their ideologies
- Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.
- Reflection on how educational philosophies influence the choice of curriculum and classroom instructional practices.
- Visit to a rural/urban school, observation of activities and preparation of a reflective diary and interaction in a group.

**Suggested Readings:**

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

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- Achari, R. R. (2013). Nyāya (Tarkaśāstra) The School of Logicians. [srinatham.com](http://srinatham.com)
  - Almond, B. (2010). The Value of Knowledge. In The SAGE Handbook of Philosophy of Education. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
  - Armstrong, D. M. (1973). Belief, Truth and Knowledge. London: Cambridge University Press
  - Brubacher, J. S. (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt. LTD, New Delhi.
  - Butler, J. (1908) Four philosophies and their practice in education. Harper & Row
  - Chatterjee, S. & Datta, D. (1984) An Introduction to Indian Philosophy. Calcutta: University of Calcutta.
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  - Ode, L.K. (2007) Shiksha keDarshanikPrishthabhumii, Jaypur: Rajasthan Hindi Granth Academy
  - Pring, R. (2010). Do Education Need Philosophy? in the Philosophy of Education: An Introduction. R. Bailey (ed.). London: Bloomsbury
  - Radhakrishnan, S. (1994) Indian Philosophy. Delhi: Oxford University Press (Volume I and II).
  - Radhakrishnan, S. (1994) Bharatiya Darshan. Delhi: Oxford University Press.
  - Saxena, N.R.S. & Chaturvedi, S. (2000) PaschatyaevamBharatiya Shiksha Darshanik. Meerut: R. Lal Book Depot
  - Saxena, N.R.S. (2000) Shiksha keDarshanikevamSamajShastriyaSiddhanta, Meerut: R. Lal Book Depot
  - Sharma, R.N. (2005) Textbook of Educational Philosophy, Delhi: Kanishka Publishers
  - Siegel, H. (2005). Knowledge, Truth and Education. In Education, Knowledge and Truth: Beyond the Postmodern Impasse. David Carr (ed.). London: Routledge
  - Siegel, H. (2010). Knowledge and Truth. In The SAGE Handbook of Philosophy of Education. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
  - Smith, P. G. (Ed.) (1970). Theories of Value and Problems of Education. London: University of Illinois Press.
  - Standish, P. (2010). What is the Philosophy of Education? in the Philosophy of Education: An Introduction. R. Bailey (ed.). London: Bloomsbury
  - Steven H. C. (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
  - Vazhayil, J. (2001) Reflections on the Philosophy of Education, New Delhi: NCERT
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**COURSE EDMBTT2: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION**

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**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

**The M.Ed. second semester' Students will be able to:**

- CO 1. Explain the development of teacher education in India from ancient to post-independent period and analyze the recommendations of various policies and commissions on teacher education
- CO 2. Elaborate the concept, objectives, purpose and different components of pre-service teacher education as well as to examine the strength and limitations of their different modes.
- CO 3. Comprehend the concept, objectives and significance of various in-service/ professional development teacher education programmes and learn to organize/design different programmes for making in-service teacher professionally competent
- CO 4. Evaluate effectiveness of various transactional methods and assessment strategies used for pre-service and in-service teacher education programmes.
- CO5: Critically analyse the existing operated teacher education programme in the country and develop relevant materials and tools for the same.

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**UNIT I: GENESIS OF TEACHER EDUCATION IN INDIA**

- Concept of teacher education
- Teacher Education in Ancient India
- Teacher Education in Pre-independent India
- Teacher Education in Post-independent India
- Recommendations on Teacher Education: Kothari Commission(1964-66), National Policy on Education (NPE)-1986, NCF 2005, NCFTE 2009 and Justice Verma Committee(2012) , National Education Policy(NEP) 2020

**UNIT II: PRE-SERVICE TEACHER EDUCATION**

- Pre-service Teacher Education: Concept, Objectives and Need
- Components of Pre-service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy; School based Practicum and Internship
- Mode of Pre-service Teacher Education: Offline, Online(SWAYAM, SWAYAM PRABHA , MOOCs) and blended .

**UNIT III: IN-SERVICE TEACHER EDUCATION**

- In-service Teacher Education: Concept, Objectives and Need
- Need and Areas for Continuous Professional Development(CPD) of a teachers--- Orientation, Refresher, Workshop, Seminar , Conference and Panel Discussion
- Online training of teachers through technology platform like SWAYAM/DIKSHA.
- Various programmes of in-service teacher education like Special orientation Programme for Teachers (SOPT), Programme of Mass Orientation of School teachers(PMOST).
- Androgogy: Concept and Principles

#### UNIT IV: TRANSACTIONAL METHODS AND EVALUATION OF PRE -SERVICE AND IN-SERVICE TEACHER EDUCATION PROGRAMMES

- Foundation Courses – Expository, Collaborative and Experiential learning
- Practicum record and Portfolio assessment
- School based Practicum & internship: Present practice – its nature, objectives, organization and duration
- Evaluating pre-service and in-service teacher education programmes

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

- Critical analysis of pre-service teacher education curricula of state and national level – their components, weightage, duration, organization, transaction and assessment
- Critical analysis of in-service teacher education programme – their need and relevance, duration, planning, organization
- Interviewing/interacting with school teachers and identifying their training needs
- Collecting feedback of practicing teachers who have received training in their subject
- Interacting with DIET and IASE members and understanding their training programme
- Attending/participating any in-service programme and preparing a report
- Participating and involving the various activities of teacher education institute and preparing report on it
- Comparative study of teacher education in various countries.
- Analyzing/examining policy perspectives of pre and in-service teacher education programme in the context of present need of school education
- Material development for an in-service teacher education programme

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**MODE OF TRANSACTION:** Lecture, seminar, group discussion, participatory approach

#### Suggested reading/Learning Reference

- Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation,
- Chatterji and Desuja, A.(1959). *Training for Teacher in India and England*. New Delhi: Orient Longman,.
- Chaurasia, G.(1967). *New Era in Teacher-Education*. New Delhi: Sterling Publishers Pvt. Ltd.,
- Dunkin, M. J. (Ed.) (1985). *The International Encyclopedia of Teaching and Teacher Education*. Oxford: Pergamon.
- Gage, N. L. (Ed.) (1976). *Handbook of Research on Teaching*. Chicago: RandMcNally and Co.,
- Gupta, A.K.: Teacher Education (1984). *Curriculum and prospects*. New Delhi: Sterling Publishing Private Ltd.
- Jangira, N.K. (1978). *An Experiment in Teacher Education and Teacher Effectiveness*. Delhi: Frank Brothers and Co.
- Mangala, S. (2002). *Teacher Education-Trends and Strategies*. New Delhi: Sage Publication
- Miman, J. (Ed.)( 1981). *Handbook of Teacher Evaluation*. London: Sage Publications.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Private Limited, 2011.

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- Mukerjee, S. N. (Ed.) (1968). *Education of Teachers in India* (Vol. I & II). Delhi: S. Chand and Co.
  - NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
  - NCTE (1998). *Curriculum Framework for Teacher Education*. New Delhi: NCTE, 1998.
  - NCTE (1998). *Policy Perspectives in Teacher Education*. New Delhi: NCTE.
  - Nikose, R. L. (2012). *Teacher Education- Issues & Challenges*. New Delhi: APH Publishing Corporation.
  - Pal, H. R. &Passi, B. K. *Classroom Interaction*. Agra: Har Prasad Bhargava Publication.
  - Shukla, R. S. (1984). *Emerging Trends in Teacher Education*. New Delhi: Sterling,
  - Pal, H. R. (2006). *Curriculum- Yesterday, Today & Tomorrow*. Shipra Publisher, New, Delhi.
  - Pal, H. R. (2004.) *Methodologies of Teaching & Training in Higher Education* (Hindi).Delhi: Hindi MadhyamKaryanvayNideshalaya, Delhi University,
  - Panda, B. N. and Tiwari, A. D. (1997). *Teacher Education*. New Delhi: APH Publishing Corporation.
  - Singh,L.C. (1997). *Experimentation and Innovation in Schools: A Handbook*. New Delhi: NCERT.
  - Singh, L. C.(1990). *Teacher Education in India- A Resource Book*. New Delhi: NCERT, 1990.
  - Smith, B. O. (1971). *Research in Teacher Education: Symposium*. New Jersey: Prentice Hall Inc.
  - <https://egyankosh.ac.in/handle/123456789/8454>
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  - [https://archive.mu.ac.in/myweb\\_test/ma%20edu/Teacher%20Education%20-%20IV.pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf)
  - <https://www.pdfdrive.com/search?q=teacher+education&pagecount=&pubyear=&searchin=&em=>
  - <https://egyankosh.ac.in/simple-search?query=teacher>

**COURSE EDMBTT3: ADVANCED RESEARCH METHODOLOGY****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6 Hrs./wk****The M.Ed. Second Semester' student will be able to–**

- CO 1.** Differentiate various types of Descriptive statistics and data.
- CO 2.** Implement inferential (Parametric statistics) in quantitative educational research.
- CO 3.** Implement inferential (Non-Parametric statistics) in quantitative educational research.
- CO 4.** Organize and implement qualitative data-analysis in educational research

**UNIT I: UNDERSTANDING DATA**

- Qualitative and Quantitative nature of data
- Scales of measurement: nominal, ordinal, interval and ratio.
- Measures of central tendency– mean, median and mode
- Measures of variability- SD
- Tabulation and graphical representation of data with pie-diagram, bar-diagram, histogram, frequency polygon and Ogive.
- Normal probability curve ( NPC): properties and application

**UNIT II: INFERENCE STATISTICS FOR DATA ANALYSIS (PARAMETRIC)**

- Parametric assumptions
- Central limit theorem; Standard error of statistic – meaning
- t-test, interpretation of results (Level of Significance, Confidence interval, Power of test, Type-I and Type-II errors)
- Analysis of Variance (ANOVA) – one way.
- Measures of relationship: Concept of correlation–product moment and partial correlation.

**UNIT III: INFERENCE STATISTICS FOR DATA ANALYSIS (NON-PARAMETRIC )**

- Non-parametric assumptions
- Chi-Square for testing hypothesis (Goodness of fit, Test of independence), interpretation of results
- Mann-Whitney U test
- Measures of relationship: rank order correlation

**UNIT IV: ANALYSIS OF QUALITATIVE DATA**

- Meaning and uses of
  - Content analysis
  - Trend analysis
  - Using corroborative evidences,
  - Use of secondary data in historical and descriptive research

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

- Practicing on real data and interpretation
- Working on MS-Excel –data feeding, analysis and interpretation
- Doing content analysis on given real-time text
- Reviewing research papers using various techniques of data analysis and discussing
- Evaluating various research reporting on the basis of data analysis and interpretation

**MODE OF TRANSACTION:** Lecture, problem solving approach**Suggested reading/Learning Reference:****Books–**

- Gupta, S. P. & Gupta Alka. (2013). Statistical Methods in Behavioural Sciences, SardaPustakBhawan, Allahabad.
- Gokhar, S.C. (2009). Statistics in Education and Psychology, M.M. Publication, Paniput.
- Kapil, H.K. ( ). Elements of Statistics in Social Sciences, VinodPustakMandir, Agra.

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- Garrett, H.E. (1988). Statistics in Psychology and Education, Bombay, Vakils, Feiffer & Semen's Ltd.
  - Kurpius, S.E. et. al. (2006). Testing and Measurement, New Delhi, Sage Publication,
  - Kurtz, A.K. & Mayo, S.T. (1980). Statistical Methods in Education and Psychology, New Delhi, Narosa Pub House.
  - Rajmanickam.(2001). Statistical Methods in Education and Psychology, New Delhi, Concept Publishing Company.
  - Seigal, Sydne, Y. (1986). Non-parametric Statistics for Behavioural Sciences, New Delhi, McGraw Hill.
  - King, B.M. & Minium, E.W. (2008) Statistical reasoning in the Behavioral Sciences, New Delhi, Willey India
  - Verma, J.P. () Statistics for psychological research
  - YOU-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

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**COURSE EDMBTP1: SECONDARY EDUCATION: CURRICULUM ISSUES**

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**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

**M.Ed. second semester students will be able to–**

- CO 1.** Critically analyse the curriculum structure of the secondary and higher secondary school curriculum
- CO 2.** Deal with the training for strategic plan for curriculum transaction with different approaches
- CO 3.** Reflect upon appropriate evaluation mechanism for the secondary stage
- CO 4.** Inculcate appropriate strategies to deal with the adolescent learners and their problems

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**UNIT-I: CURRICULUM AT SECONDARY STAGE**

- Issues of secondary and higher secondary curriculum: Relevance, Integration, Flexibility, Conceptuality, Utility, Consistency with social reality and Plurality determinants of curriculum at secondary level; Need for Situational Analysis
- Essential Features and Components of Curriculum of Secondary Education: Language, Science, Mathematics, Social Science and Commerce
- Core curriculum and National curriculum: Need and features
- Curriculum structure for Secondary education state boards, CBSE & ICSE

**UNIT-II: CURRICULUM TRANSACTION AT SECONDARY STAGE**

- Methods of transaction at secondary level: Psychological Principles
- Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar & Field Work
- Collaborative Learning-meaning and its role in curriculum transaction
- Cooperative learning-meaning & its role in Curriculum transaction
- Multidisciplinary and Interdisciplinary Approaches of curriculum transaction
- Subject, Learner and Activity cum Experience Centered Curriculum Design

**UNIT-III: EVALUATION AT SECONDARY STAGE**

- Continuous and Comprehensive Evaluation (CCE): Scholastic and Co-Scholastic dimensions
- School Based Evaluation
- Formative and Summative Assessment- Concept, nature and purposes
- Norm referenced and criterion reference evaluation
- Grading and Marking System; Portfolio of Learners
- Examination reforms at secondary education level

**UNIT-IV: KNOWING THE LEARNER AT SECONDARY LEVEL**

- Psychological characteristics of the students at Secondary level
- Problems of Adolescents and the Challenges of Secondary level
- Role of Guidance and Counseling in Secondary level
- Exposure to multifarious activities

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

- Comparative analysis of secondary education curriculum in various states
- Critical analysis of contents, and exercises in the textbooks in line with the curriculum objectives at secondary level
- Analysis of the question papers of board examinations
- Classroom observations for analysis of classroom teaching at secondary level
- Planning for various experiences for curricular development
- Critical analysis of NCF—2005
- Planning for guidance- counseling activities and Study of CBSE Helpline for counseling services

**MODE OF TRANSACTION:** Discussion, Visits**Suggested reading/Learning Reference**

- Aggarwal, J.C. (1988) : *Teachers Role, Status, Service Conditions and Education in India*. (Doaba House)
- Aggarwal, J.C. (2004) *Development of Education System in India*. New Delhi: Shipra.
- Aggarwal, J.C. (2005) Recent developments and trends in education. New Delhi : Shipra Publication.
- Aggarwal, J.C. (2009) Secondary Education. New Delhi : Shipra Publication
- Child Rights Convention – UNICEF – 2000
- Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT
- Committee on the Impact of the Changing Economy on the Education System, National Research Council. ().The Knowledge Economy and Postsecondary Education.
- Coombs P.H. (1985): World Crisis in Education: The View Form Eighties, Oxford University Press, N. York.
- Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
- Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
- Chopra, R.K. (1993) Status of Teachers in India
- Foure E. and others: Learning to be UNESCO, Delhi, Sterling Publishers, 1973.
- Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- Gupta, V.K and Gupta , Ankur (2005): Development of Education System in India. Vinod Publication, Ludhiana.
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
- Jayapalan, N. (2005) Problems of Indian Education. New Delhi : Atlantic.

- Jayapalan, N.( 2002): Problems of Indian Education. H.B. Bhargava Publications, Delhi.
- Jha, P. (2005) Quality and Access in Primary Education. New Delhi : VPH.
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Khan, A. (2006) Education in the Modern Indian Context. New Delhi :Arisep.
- Khanna, P.K. (2005) Education in the New Millennium. Jaipur : ABD
- Kochhar S.K. - Secondary School administration
- Kochhar S.K. (1981) Pivotal issues in Indian education
- Kumar, I. and Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala.
- MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, NewDelhi.
- Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling Publishers Pvt. Ltd.
- Mukerji, S.N., Secondary School in Administration
- Mukerji, S.N., . Secondary School in India
- Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book Depot.
- Nagpure, V., (1982), Teacher Education at Secondary Level Bombay: Himalaya Publishing House,
- Naik, J.P., (1975): Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.
- National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
- National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
- National Policy of Education, 1986 (With modifications of Action 1992)NewDelhi:MhRD, 1992
- National Policy of Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992
- NCTE (2009) NCF for Teacher Education: New Delhi
- National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
- National Policy of Education 1986/1992.
- National Curriculum Framework on School education, 2000 and 2005
- NCERT (1997) Code of Professional Ethics for Teachers.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Report of the Delors Commission, UNESCO, 1996
- Rao, V.V. (2004) Education in India : DPH.
- Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- you-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points



**COURSE EDMBDF1: DISSERTATION****(AREA OF STUDY, LITERATURE REVIEW & RATIONALE PRESENTATION)****COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 4Hrs./wk****The M.Ed. Second Semester' students will be able to–**

- CO 1.** Inferring a researchable problem area
- CO 2.** Generating the problem in some broader context
- CO 3.** Implementing the skills of reviewing related literature and report in academically accepted manner
- CO 4.** Executing the skills to systematically conclude the review
- CO 5.** Executing the skills of outlining a logical rationale for studying a problem

The The M.Ed. Second Semester' students are expected to decide an area of study in the guidance of their supervisor and based on a study of the researches on the thrust areas, preferably in school education. They must contextualize the area of study against some contemporary background. After deciding an area of study, they are expected to go for an extensive review of related literature and write a critical review of such literature in the selected area. On the basis of such review and the critical conclusion drawn from it, they are expected to develop a sound rationale for the study to be undertaken under the dissertation. They have to present a detailed report of the selection of the area of study and its context, the review of the related literature as well as the rationale emerged from such review in the perceived context of problem area.

**COURSE EDMBEF1: INTERNSHIP IN TEACHER EDUCATION INSTITUTE****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 2 Weeks****The M.Ed. Second Semester' students will be able to-**

- CO 1.** Elaborate the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes.
- CO 2.** Analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution.
- CO 3.** Demonstrate competencies in organising various kinds of teacher education curriculum specific activities.
- CO 4.** Identify the needs and relevance of in-service teacher education practices.

The prospective teacher educators are expected to visit a teacher education institute to visualize& understand, various processes going on in the institute. They are expected to undertake some of the following activities as assigned to them under four dimensions as below:

**1. Teaching-learning (25 marks)**

- Teaching as a teacher educator
- Giving model lessons/demonstration lessons
- Observation of Micro Teaching
- Observation of classroom curriculum transaction
- Preparation unit plans and lesson plans
- Model lessons
- Any other relevant issue

**2. Administration (25 marks)**

- Observation of overall organisation of In-service education programme
- Study of Time table/ academic calendar/ordinance
- Study of the Admission process
- Understanding Management and funding; teachers' profile
- Understanding Resource outsourcing
- Observing Attendance
- Any other relevant issue

**3. Curricular activities and learner profiles (25 marks)**

- Observation of Assembly and Co-curricular activities
- Observation of Professional development courses
- Observation of Community work
- Recording Learners profiles
- Any other relevant issue

They are also expected to present a report on their visit which shall reflect their critical observation and reflection on various important issues of teacher education.

**4. Presentation and reporting (25 marks):** Students are expected to present in groups (with essential individual participation) their experience from the internship regarding the above in details.

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**COURSE EDMCTT1: SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

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**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 6 Hrs/wk**

**The M.Ed. Third Semester Students will be able to –**

- CO1: understand the need of Sociology of education for a teacher educator
  - CO2: analyse education from different theoretical perspectives
  - CO3: identify the area of exclusion in education and develop means of inclusion
  - CO4: critically analyse role of social structure in education
  - CO5: develop understanding about social control and socialization
  - CO6: devise appropriate teaching approach for a multi-cultural society
  - CO7: understand the role of education in bringing change
  - CO8: transform education as a process of change in Indian society
- 

**UNIT- I- SOCIOLOGY OF EDUCATION**

- Sociology and Sociology of Education-Concept
- Educational Sociology and Sociology of Education
- Scope of Sociology of Education
- Approaches to Sociology of Education (Functionalist, Conflict and interpretive/post-Modernist)

**UNIT- II- SOCIAL SYSTEM AND EDUCATION**

- Social System: Concept, Element, Functions
- School as a Social System
- Social Structure and Education: Inequality in Education
- Social Exclusion: Concept, Exclusion in Education, Ways to combat Exclusion in education

**UNIT- III- SOCIETY AND EDUCATION**

- Social Stratification- Concept, Basis
- Socialization and Social Control: Role of Education
- Indian Society(its Characteristics)
- Multicultural Education

**UNIT- IV- SOCIAL CHANGE AND EDUCATION**

- Concept of Social Mobility, Types of Social Mobility, Factors, Social Mobility and Education
  - Social Change: Concept, Factors, Social Change and Education
  - Education and Industrialization, Urbanization, Modernization, Globalization, Internationalization
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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- 1- Read classical texts for discussion: Durkheim- Education, Its Nature, and its Role; Mannheim- The Historical Character of Educational Aims; Althusser- Ideology and Ideological State Apparatus, Michael Apple: Official Knowledge;
- 2- Preparation of tools for socio-economic status.
- 3- Assessing cultural diversity in a school, class etc.
- 4- Seminar presentation by students on selected themes leading to discussion
- 5- Students will be preparing an assignment on the above mentioned issues and make a presentation

**MODE OF TRANSACTION:** lecture cum discussion, workshop, seminar, assignment, presentation by students

**Suggested Readings/Learning Reference:**

- Apple, M. W. (2004). Ideology and the Curriculum (3<sup>rd</sup> Ed). New York: Routledge
- Aikara, J. (2004). Education: Sociological perspective. New Delhi: Rawat Publication

- Ashley, B.S. et al. (1971). An Introduction of the sociology of Education. London: Macmillan.
- Blackledge, D. & Hunt, B. (1985). Sociological Interpretations of Education. London: Routledge
- Brown, F. J. (1954). Education Sociology. New Jersey: Prentice Hall
- Chanda S.S. & Sharma R.K. (2002). Sociology of Education. New Delhi: Atlantic Publishers.
- Cook, L.A. & Cook, E. (1950). Sociological Approach to Education. New York: McGraw Hill.
- Durkheim, E. (1956). Education and Sociology. New York: Free Press.
- Harlambos, M.&R. M. Heald, R. M.(2011). Sociology: Themes and Perspectives.NewDelhi: OUP
- Hemlata, T. (2006). Sociological Foundations of Education. New Delhi: Kanishka Publishers.
- Jayaram, N. (2015). Sociology of Education.Jaipur: Rawat
- Luther, M.N. (2001). Values and Ethics in School Education, New Delhi: Tata McGraw Hill
- Merrill, F.E. (1958). Society and Culture: An Introduction to Sociology. New Jersey: Prentice Hall
- Mishra, U. (). ShikshaKaSamajshastra. Allahabad: Anubhav Publishing House
- Morrish, I. (2019). The Sociology of Education: An Introduction. New York: Routledge
- Musgrave, P.W. The Sociology of Education
- Ottaway, A.K.C.Education and Society
- Prelins, A.P. &ParelinsR.J.The Sociology of Education
- Pusztai, G. (Ed.) (2022). Sociology of education: Theories, communities, contexts.Debrecen University Press.
- Rugg, H. O. & Wither, W. (1955). Social Foundation of Education. New Jersey: Prentice Hall
- Ruhela, S.P. & Vyas, K. S. (2006). Sociological Foundation of Education in Contemporary India. Delhi: Dhanpat Rai
- Ruhela, S.P. (1999). Sociology of Education: Delhi: Problems and Prospects. Indian Publishers Distributors
- Shah, B. V. & Shah, K. V. (1998). Sociology of Education. Jaipur: Rawat Publications
- Shukla, S. &Kumar, K. (1985). Sociological perspective in Education. New Delhi: Chanakya Publication.
- Stalcup, R.J. Sociology and Education
- Stalcup, R. J. (1968). Sociology and Education. Ohio: Charles E. Merrill Publishing Company
- Berger, P. &Luckmann, T. (1966). Social Construction of Reality. New York: [AnchorBooks](#)

## **COURSE EDMCTT2: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION**

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

### **COURSE OUTCOMES**

**The M.Ed.third semester students' will be able to:**

- CO 1-**Explain &Analyze the various recommendations of recent policies, role of teachers at different levels of expertise & competencies required and regulations of teacher education.
- CO 2-** Elaborate and examine the role & functions of various organizations & agencies for professionalization of the teacher education and mentoring and professional support to the higher education teachers.
- CO 3-** Explain the issues associated with management of the teacher education and key indicators involved in the various criteria for the quality improvement of teacher education.
- CO 4-** Explore the areas, scope, problems and trends in research of teacher education & suggest innovative measures.
- CO 5-** Develop holistic understanding on teacher education and the skill of analysis, interpretation, reporting and presentation. .

### **UNIT I: POLICIES ON TEACHER EDUCATION AND TEACHER DEVELOPMENT**

- National Education policy 2020 on Teacher Education
- Teacher career progression in National professional standards for Teachers(NPST)
  - a)Beginner teacher
  - b)Proficient teacher
  - c)Expert teacher
  - d)Lead teacher
- New norms and standards for Teacher Education Programme – B.Ed, M.Ed, B.Ed.-M.Ed ( Integrated) and Integrated Teacher Education Programme( ITEP)

### **UNIT II: ORGANIZATION AND AGENCIES OF TEACHER EDUCATION**

- Institutes and agencies of teacher education: Roles, Functions and Networking; NIEPA, DIET,CTE, IASE, NCERT -RIE, SCERT, UGC ,NCTE and RCI Inter University Centre for Teacher Education (IUCTE), Teacher Education University
- National Mission for Mentoring(NMM)

### **UNIT III: STRUCTURE, MANAGEMENT AND QUALITY OF TEACHER EDUCATION**

- Structure of teacher education system in India: Its merits and demerits
- Management of teacher education – Planning and designing, Executing instruction, Monitoring the programme and Management of demand and supply
- □Competency based and commitment oriented teacher education :For quality school education
- NAAC & its criteria for quality assessment of Higher Education Institutions

### **UNIT IV: RESEARCH IN TEACHER EDUCATION**

- Research in teacher education: Concept, Areas/Scope
- Problems of research in teacher education
- Innovations in teacher education
- Trends of research: Earlier trends, Emerging trend, areas and variable of research in teacher education

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

- Critical analysis of national policies of teacher education
- Critical analysis of role of various teacher education agencies/organization
- Visiting teacher education institutes like DIET, CTE, IASE etc., and preparing report on it
- Identifying and reflecting on present problems and issues of teacher education and presenting in seminar form
- Writing a conceptual paper on present problems and issues of teacher education
- Review the surveys of education at research and prepare trend report
- Reflecting on recommendation of NCFTE 2009 and present practices in teacher education programme
- Preparing presentation on the role and functions of NCERT and NUEPA

#### **Suggested Readings/Learning Reference:**

- Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation
- Bose, K., and Shrivastava, R.C. (1973). *Theory and Practice Teacher Education in India*, Allahabad: Chug publication.
- Chatterji and Desuja, A.(1959). *Training for Teacher in India and England*. New Delhi: Orient Longman,.
- Chaurasia, G.(1967). *New Era in Teacher-Education*. New Delhi: Sterling Publishers Pvt. Ltd.,
- Dunkin, M. J. (Ed.) (1985). *The International Encyclopedia of Teaching and Teacher Education*. Oxford: Pergamon.
- Gage, N. L. (Ed.) (1976). *Handbook of Research on Teaching*. Chicago: Rand McNally and Co.,
- Gupta, A.K.: *Teacher Education (1984). Curriculum and prospects*. New Delhi: Sterling Publishing Private Ltd.
- Jangira, N.K. (1978). *An Experiment in Teacher Education and Teacher Effectiveness*. Delhi: Frank Brothers and Co.
- Mangala, S. (2002). *Teacher Education-Trends and Strategies*. New Delhi: Sage Publication
- Miman, J. (Ed.)( 1981). *Handbook of Teacher Evaluation*. London: Sage Publications.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Private Limited, 2011.
- Mukerjee, S. N. (Ed.) (1968). *Education of Teachers in India (Vol.I& II)*. Delhi: S. Chand and Co.
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
- NCFTE (2009). *National Curriculum Framework for Teacher Education: Towards Preparing professional and Humane Teacher*, National Council of Teacher Education, New Delhi
- NCTE (1998). *Curriculum Framework for Teacher Education*. New Delhi: NCTE, 1998.
- NCTE (1998). *Policy Perspectives in Teacher Education*. New Delhi: NCTE.
- Panigrahi, S.C., and Biswal, A. (2012) *Teacher Education*. New Delhi: APA Publishing Corporation

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- Rao, D. (2002) Teacher Education in India. New Delhi: Discovery Publishing House
  - Shukla, R. S. (1984). Emerging Trends in Teacher Education. New Delhi: Sterling,
  - Panda, B. N. and Tiwari, A. D. (1997).Teacher Education. New Delhi: APH Publishing Corporation.
  - Singh,L.C. (1997). Experimentation and Innovation in Schools: A Handbook. New Delhi: NCERT.
  - Singh, L. C.(1990). Teacher Education in India- A Resource Book. New Delhi: NCERT, 1990.
  - Smith, B. O. (1971). Research in Teacher Education: Symposium. New Jersey: PrenticeHallInc.
  - <https://egyankosh.ac.in/handle/123456789/8454>
  - [https://ebooks.lpude.in/arts/ma\\_education/year\\_2/Dedu505\\_Teacher\\_Education\\_English.Pdf](https://ebooks.lpude.in/arts/ma_education/year_2/Dedu505_Teacher_Education_English.Pdf)
  - [https://archive.mu.ac.in/myweb\\_test/ma%20edu/Teacher%20Education%20-%20IV.pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf)
  - <https://www.pdfdrive.com/search?q=teacher+education&pagecount=&pubyear=&searchin=&em=>
  - <https://egyankosh.ac.in/simple-search?query=teacher>

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## COURSE EDMCGA1: INFORMATION AND COMMUNICATION TECHNOLOGY

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### COURSE OUTCOMES

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

#### The M.Ed. III semester students will be able to:

- CO 1-** Explain the importance of ICT in education.
  - CO 2-** Predict the application of ICT in the field of education.
  - CO 3-** Design and use various application software like MSWord, Excel, PowerPoint in the given situation.
  - CO 4-** Combine various google tools like google forms, google docs, google sheet, google classroom in the given situation.
  - CO 5-** Produce video lectures through video recording software.
  - CO 6-** Analyse the utility of e-learning, m-learning, and online social media in the field of education
  - CO 7-** Justify the changing scenario of ICT from the traditional teaching-learning model to the blended mode of learning.
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### UNIT I: ICT AND EDUCATION

- Information and Communication Technology: Origin, Concept and importance
- Components of Modern ICT's: Input, Process, and Output devices
- Use of ICT: Use by Educational Managers/Administrators, teachers, students

### UNIT II: MS OFFICE

- **MS Word:** Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.
- **Power Point:** Different Menus and ribbons, making slides. Custom Slide Show.
- **MS-Excel:** Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library.

### UNIT III: INTERNET AND EDUCATION

- Online Conferencing,
- Creation & use of e-mail,
- Use of Search Engines,
- Use of google app and
- video and Screen recording software.
- ICT tools in Research

### UNIT-IV: ICT supported Teaching/ Learning Strategies (Concept, Features and Educational Applications)

- e-Learning
  - Web based learning
  - Blended Learning and Flipped learning
  - Virtual Class room
  - You-tube channel creation and handling
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### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:



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- Visit any two educational websites/ MOOC's and write a critical assessment report about it in MS Word and prepare a presentation using MS Power Point.
  - Prepare questionnaire using Google form
  - Organize virtual classroom using various apps
  - Prepare 10 minutes video lecture using video recording software
  - Create own You-tube channel and upload video lecture
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**MODE OF TRANSACTION:** Lecture, Demonstration, Participatory Approach, Assignment, Discussion and hands on experience and individual and group presentation.

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**Suggested Reading/Learning Reference:**

- Aggarwal, J. C. (2009). Essentials of Educational Technology- Innovations in Teaching-Learning. VikasPublishing House Pvt. Ltd., Noida-01(UP).
- Arulswamy, S., Sivakumar, P. (2012). *Application of ICT in education*. Hyderabad: Neelkamal Publication.
- Bhatnagar, A. (2007). Teaching of Computer Science, International Publishing House, Merrutt.
- Chandrakar, M. (2011). *ICT in Education* (Based on UNESCO ICT Initiative), Authors Pressa, New Delhi
- Goel, H. (2008). Teaching of Computer Science, R.Lal Book Depot, Merrut.
- Mangal, S.K. & Mangal Uma (2012) Essentials of Educational Technology, PHI Learning Private Ltd, New Delhi.
- Manoj, D. (2010). *ICT in teacher development*. Hyderabad: Neelkamal Publications.
- Mishra, R.C. (2005). *Teaching of information technology*. New Delhi: APH Publishing Corporation.
- Rajsekar, S. (2008). Computer Education, Neelkamal Publications, New Delhi.
- Sampath K., Panneerselvam, A., & Santhanam, S. (1998). *Introduction to educational technology* (4<sup>th</sup>ed.). New Delhi: Sterling Publishers Pvt. Ltd.
- Santoshi, V. (2009). *Information and communication technology for teacher education*. New Delhi: Kanishka Publications.
- Simmons, C., & Hawkins, C. (2009). *Teaching ICT*. Sage Publications India Pvt. Ltd.
- TalesraHemlata, MarashdehWasef&Nagda M L (2003) Web-based Learning, Authorspress Global NetworkDelhi.
- Talsera, H., Marashdeh, W., & Nagda, M. L. (2005). *Web Based Learning*. New Delhi: Authors Press.
- Vanaja M., Rajashekhar S., & Arulswamy, S. (2013). *Information and communication technology (ICT) in education*. Hyderabad: Neelkamal Publications.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

**COURSE EDMCTP1: SECONDARY EDUCATION: UNDERSTANDING EDUCATIONAL TECHNOLOGY****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6 Hrs./wk****The M.Ed. Third Semester Students will be able to –**

- CO 1.** Describe the concept of Educational Technology
- CO 2.** Explain the application of Educational Technology
- CO 3.** Understand the use of Educational Technology in different forms of education
- CO 4.** Differentiate various approaches of educational technology
- CO 5.** Evaluate software and hardware resources appropriate for teaching in range of curriculum areas
- CO 6.** Understand Behavior Modification Techniques
- CO 7.** Understand the stages of teaching technology
- CO 8.** Use and apply virtual platform for learning
- CO 9.** Analyze and evaluate the different approaches to E-learning

**UNIT I: HISTORY AND CONCEPT OF EDUCATIONAL TECHNOLOGY**

- Concept of Educational Technology as a discipline: Information Technology, Communication Technology, Information and Communication Technology and Instructional Technology
- Need and Function of Educational Technology
- Application of Educational Technology in formal, informal, non-formal and inclusive education setting

**UNIT II: APPROACHES AND FORMS TO EDUCATIONAL TECHNOLOGY**

- Hardware, Software approach, System Approach and cybernetics approach
- Forms of Educational Technology: Teaching Technology, Instructional Technology and Behavioral Technology – concept, characteristics, assumptions, need and its implications
- System: Concept, elements, characteristics, Education as a System-its elements and Principles

**UNIT III: BEHAVIOUR TECHNOLOGY AND TEACHING TECHNOLOGY**

- Concept: Teaching and teacher behavior
- Modification of teacher behavior :Flanders Interaction Analysis, Coding, Decoding, Feedback System
- Teaching Technology: Stages of Teaching- Pre-active, Interactive and Post- active.

**UNIT IV: E- LEARNING Education**

- Concept of E-learning
- Approaches to E-learning: Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile learning
- Virtual learning: Concept, and its pedagogic, research and administrative importance

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

- Critical evaluation of use of hardware and software in school (Based on Field Visit)
- Prepare and evaluate lesson plan based on Techniques for modification of teacher behavior
- Use and evaluate the emerging educational technology
- Listing of use of technology in your institution
- Use of social sites and conferencing Apps for educational purposes

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**MODE OF TRANSACTION:** lecture cum discussion, workshop, seminar assignment, presentation by students

**Suggested Readings/Learning Reference:**

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- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behavior Analysis for Teachers*
- Mangal S. K. *Teaching of science*, New Delhi:
- Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986
- Passi, B. K., Goel, D. R. and Jaiswal, K. (1992). *Educational Television*. Agra: National Psychological Corporation
- Chouhan, S.S. (1973.): *Innovations in Teaching and Learning Practices*, Vikas Publishing House, New Delhi,
- Das, R.C. *Educational Technology: A Basic Text*. New Delhi: Sterling, 1992
- Dececco, J.P. *Educational Technology*, New York: HRW, 1964.
- Joshi, A., & Passi, B.K.: *Controlled Learning*, National Psychological Corporation, Agra, 1998.
- Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning)*. Ludhiana: Prakash Brothers
- Rao, V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.
- Sampath, K. et al.: *Introduction to Educational Technology*, Sterling Publisher, New Delhi, 1981.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

**COURSE EDMCTP2: SECONDARY EDUCATION: INTRODUCTION TO INCLUSIVE EDUCATION****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6 Hrs/wk****The M.Ed. Third Semester Students will be able to –**

- CO 1.** acquire knowledge and understanding of Inclusive education.
- CO 2.** acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired mentally retarded).
- CO3.** acquire knowledge and understanding about different policies and constitutional provisions for children with diverse needs.
- CO4.** acquaint them with the Government Policies, Legislatures & National Institutes related to the disabled.
- CO5.** acquaint them with Educational programmes, Equipment's and Aids for education of the disabled.

**UNIT I. INTRODUCTION TO BASIC CONCEPTS OF INCLUSIVE EDUCATION**

- Concept of Children with diverse/special needs
- Impairment, disability and handicap
- Concept, need & objectives of Special/inclusive Education
- segregated, integrated and inclusive education
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability,

**UNIT II. HISTORICAL DEVELOPMENT OF INCLUSIVE EDUCATION**

- National institutes related to disabilities
- landmark contribution in special/inclusive education
- Historical and legal development of special/inclusive education with special reference to Indian context

**UNIT III: LEGAL AND POLICY PERSPECTIVES**

- Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;
- Constitutional Provisions; the Persons with Disabilities Act, 1995 (PWD Act); the Rehabilitation Council of India Act, 1992 (RCI Act); and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.

**UNIT IV: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL**

- School's readiness for addressing learner's difficulties.
- Technological advancement and its application – ICT, adaptive and assistive devices, equipment's and other technologies for different disabilities.
- Classroom management and organization.
- Responding to special needs by developing strategies for content, curricular adaptations, lesson planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special/ resource teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State.

**MODE OF TRANSACTION:** Lecture, Discussion, power point presentations, field visits

## **PRACTICUM**

- To prepare a report on the facilities present in any one special school and in an inclusive setting school of your city.
- To develop teaching learning material to teach any one type of differently able child.
- To prepare a report on the implementation of different policies related to inclusive education in an inclusive school.

## **Suggested Readings/Learning Reference:**

- Agrawal, J.C. Visista Balakhetu Shiskhan Adhigam Prakriya
- Bender, W.N. *Learning Disability*, Allyn & Bacon, Simon and Schuster, 1995, Boston London
- Berdine, W.H & Blackhurst A.E.(eds). *An Introduction to Special Education*, Harpers Collins Publishers, Boston 1980.
- Bhargava, M. *Introduction to Exceptional Children, Their Nature and Educational Provisions*, New Delhi, Sterling Publishers, 1994
- Bist, Abha Rani : *Vishistha Balak*, Agra : Vinod Pustak Mandir.
- Bruer, A.M. & Shea, M *Teaching Exceptional Students in your Classroom*, London, Allyn and Bacon,
- Chauhan, S.S *Education of Exceptional Children*, New Delhi, Indus Publishing Company, 1989
- Cruick Shank M.M. and Johnson (eds) *Education of Exceptional Children and Youth*, London, McGraw Hill, 1975
- Dash, M.: *Education of Exceptional Children*, New Delhi: Atlantic Publishers and Distributors, 5300.
- Dubey, M.N. *Gifted and Talented Education*, New Delhi, Mittal Publication, 5305
- Dunn., L & Bay, D.M (ed.): *Exceptional Children in the Schools*, New York : Holt, Rinehart, nston.
- Farwel, M. *Special Education Needs* Paul Chapman Publishing- Sage Publication 5304
- Gallagher J.J. *Teaching the Gifted Child (2nd edition.)*, Boston, Allyn & Bacon, 1975
- Gupta P.K. *Education for Creativity* Cosmo publication, New Delhi 5304
- Hallahar, D.P & Kauffman, J.M., *Exceptional Children: Introduction to Special Education*, Allyn & Bacon, Massachusetts, 1991
- Heck, A.O. *The Education of the Exceptional Children*, New York, McGraw Hill, 1953
- Hewett, Frank M. & Foreness Steven R., *Education of Exceptional Learners*, Allyn & Bacon, Masachusetts, 1984.6. Jorden, Thomes E. *The Exceptional Child*, Ohio: Merrill.
- Kirk, S. & Gallalagher *Education of the Exceptional Children*, New Delhi, Oxford IBH, 1979
- Kirk, S.A & Gallagher J.J., *Education of Exceptional Children* ; Houghton Mifflin Co., Boston, 1989
- Kundu, C.L. (Editor in Chief): *Status of Disability in India 5300*, New Delhi: Rehabilitation Council of India.
- Magnifico, L.X: *Education of the Exceptional Child*, New York, Longman.
- Martens, D.M. & Melaughliu, J.A. *Research and Evaluation, Methods in Special in Special Education* Corwin Press, Sage Publication 5305
- Mishra, R.C. *Guidance & Counselling (2 Vols)* Eastern Book House, Guwahati,
- Panda, K.C.: *Education of Exceptional Children*, New Delhi: Vikas Publishing House Pvt. Ltd., 1997
- Parker, B.N. *Discovering programs for Talent Development* Corwin Press, Sage Publication, New Delhi
- Perter, L. *Educating Young Children with Special Needs*, New Delhi, Sage Publication,
- Porter, L *Educating Young Children with Special needs*, Paul Chapman Publishing), New Delhi, Sage Publications 5303
- Reddy, G.L. *Mental Retardation, Education and Rehabilitation*, New Delhi, DPH Publication, 5304
- Sarsani, M.R *Creativity in Education*, New Delhi, Sarup Publication, 5305
- Shanker, Udey: *Exceptional Children*, Jullundur: Sterling Publications.

- Shelton, C.F *The Exceptional Teachers Handbook*, New Delhi, Cowries Press, Sage Publication, 5300
- Singh, N.N and Beale, I.L. (eds.) *Learning Disabilities – Nature, Theory and Treatment* Spring-Verlag, New York, Inc:1992.
- Singh, N.N and Beale, I.L. (eds.) *Learning Disabilities – Nature, Theory and Treatment*
- Smith, C.R, *Learning Disabilities – the interaction of Learner, Task and Setting*. Allyn and Bacon, Massachusetts, 1991.
- Smith, D. *Working with Gifted and Talented Pupils in the Secondary Schools*, Paul Chapman Publishing, Sage publication, 5305
- Strange, Ruth : *Exceptional Children & Youth* J.J. : Prentice Hall..
- Sukumaran, P.S. *Parental Involvement in the Education of Mentally Challenged Children*, Ekta Book Distributor, Catalogue New Delhi 5300
- Torrance & Myers *Creative Learning and Teaching*, New York, Dodd Mead Publications, 1950
- Torrance, E. P. *Guiding Creative Talent*, New Delhi, Prentice Hall, 1950
- Venkataiah *Special Education* Ekta Book Distributor, Catalogue New Delhi 5305
- Wall, K. *Special Needs and Early Years-A Practitioners Guide*, New Delhi, Paul Chapman Publishing, 5303
- Wards, V.S. *Educating the Gifted*, Ohio, Merrill Book Company, 1961
- Wehman, P. & Melaughlin, P.T. *Programme Development in Special Education*, New Delhi, McGraw Hill Publishers, 1981
- Yesseldyke, E. James, Bob Algozzine, *Special Education – A Practical Approach for Teachers*, New Delhi: Kanishka Publishers, Distributors
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

**COURSE EDMCTP3: Understanding The Guidance Programme & Counselling****COURSE OUTCOMES**

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

**The M.Ed. Third Semester Students will be able to –**

- CO 1.** explain the theoretical background of guidance and counseling
- CO 2.** execute the services as an essential dimension of guidance at school stage.
- CO 3.** explain the need of educational guidance at school stage.
- CO 4.** explain the significance the vocational guidance
- CO 5.** practice for skill the guidance and counseling services

**UNIT - I: THEORETICAL BACKGROUND OF GUIDANCE SERVICES**

- Meaning, nature and principals of guidance and counseling.
- Areas of guidance- Educational, Vocational and Personal.
- Need of guidance and counseling in education.
- Institutes offering guidance/counseling programme: National and State level.

**UNIT - II: ESSENTIAL DIMENSIONS OF GUIDANCE**

- Concept of services in guidance
- Individual inventory services- meaning and its need.
- Information services- need, type and maintenance.
- Counseling services- concept and nature of counseling
- Placement services- educational and vocational.
- Follow-up services- concept and need.

**UNIT - III: EDUCATIONAL GUIDANCE**

- Concept and need of educational guidance.
- Identifying and dealing with disarming students need and problem.
- Organization of guidance services at secondary level.
- Role of teacher and other personal (parents and psychologist) in guidance programme.
- Group guidance- need and process in educational guidance.

**UNIT - IV: VOCATIONAL GUIDANCE**

- Concept and significance of vocational guidance.
- Psychology of careers and dynamics of vocational development with reference to – Supper's and Ginzeberg Theory.
- Process of job analysis, job description and job satisfaction.

**PRACTICUM**

- Organise exhibition on guidance and counselling services
- Arrange special talks on guidance and counselling
- Identify the need of guidance & counselling services in a secondary school.

**Suggested Reading/Learning References:**

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
- Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
- Donald,E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
- Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
- Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
- Verma&Upadhay, (1967). ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
- Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

## **COURSE EDMCTP4: SECONDARY EDUCATION- CONTEMPORARY IDEAS OF EDUCATIONAL EVALUATION**

### **COURSE OUTCOMES**

<b>MARKS: 100</b>	<b>CREDITS: 4</b>	<b>6 Hrs./wk</b>
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To facilitate the M.Ed. third semester students to:

- CO 1. Distinguish associated terminologies related to the concept of educational evaluation
- CO 2. Compare and explain various purposes for which educational evaluation is required
- CO 3. Compare various types of evaluation procedures and their characteristics
- CO 4. Reflect upon contemporary issues and challenges in educational evaluation
- CO 5. Reflect upon the general process of tool construction and need for item analysis

### **UNIT – I: CONCEPT AND PURPOSE OF EVALUATION**

- Measurement, test, and assessment, evaluation and examination: Concept in educational context;
- Purpose for testing and evaluation: Decision making and improvement, Selection, placement, classification; Policy: Evaluating program & curricular outcome; Counselling / guidance; Instructional progress; motivation
- Ethical considerations in evaluation

### **UNIT – II: VARIOUS TYPES OF EVALUATION**

- Norm and Criteria referenced evaluation, standardised evaluation and related issues in the context of school education
- Assessment ‘for’ and ‘of’ learning; Formative & summative evaluation,
- Power & Speed testing; verbal, non-verbal testing; Paper-pencil & performance testing; sample & sign testing

### **UNIT – III: CONTEMPORARY ISSUES AND CHALLENGES IN EDUCATIONAL EVALUATION**

- Shifts from marks to grading to credit systems
- Inclusion efforts in Evaluation: brief idea about Open book, On-demand and Take-home tests; Question banks; Online evaluation;
- Continuous comprehensive evaluation to 360 degree in NPE-2020: Role of PARAKH & NTA,
- Challenges in classroom assessment: Poor test quality, domain dependence, ethical issues, including variety of stakeholders into evaluation process

### **UNIT – IV: GENERAL CONSTRUCTION PROCESS OF EVALUATION TOOL**

- Planning: defining construct; operational definitions, criteria and objectives of testing; table of specifications or blue print for effective content sampling
- Preparing Test Items, instructions, scoring key;
- General idea and purpose of try out,
- Evaluating the quality of test tool; Concept of item analysis and its purpose

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

- Critical Study of some of the known standardized tests of various types
- Analysis of a marks list to shift to grading
- Presentation on Evaluation policy as per NEP 2020
- Critical study on a variety of assessment policies across the world
- Critical study and summarizing on research articles on the problems in evaluation practices across India



**MODE OF TRANSACTION:** Lectures, Video clips, Discussion, Small group activity/ projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

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**Suggested Readings:**

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- Assessment, Testing, and Measurement Strategies in Global Higher Education. (2020). United States: IGI Global. ISBN:9781799823148
- Bamberger, M., Vaessen, J., & Raimondo, E. (Eds.). (2016). Dealing with complexity in development evaluation. Thousand Oaks, CA: SAGE Publications, Inc. <https://www.doi.org/10.4135/9781483399935>
- Brown, P. C., Roediger III, H.L., McDaniel, M.A. (2015). Make It Stick: The Science of Successful Learning, Belknap Press, Cambridge, MA.
- Classroom Assessment and Educational Measurement. (2019). United States: Taylor & Francis.
- Cohen, R. J., Tobin, R. M., Schneider, W. J. (2021). Psychological Testing and Assessment: An Introduction to Tests and Measurement. United Kingdom: McGraw-Hill Education.
- Handbook of Psychological Assessment. (2000). Netherlands: Elsevier Science.
- Linn, R. L. (2008). Measurement and Assessment in Teaching. India: Pearson Education
- Miller, M. D., Gronlund, N., Linn, R. L. (2013). Measurement and Assessment in Teaching. Netherlands: Pearson. ISBN:9780132689663,
- National Research Council, (2001) Knowing What Students Know: The Science and Design of Educational Assessment, National Academies Press (27 October 2001)
- Rogers, Carl (1994) Freedom to Learn Prentice Hall; 3rd Revised edition (21 January 1994) ISBN: 978-0024031211
- Saccuzzo, D. P., Kaplan, R. M. (2017). Psychological Testing: Principles, Applications, and Issues. United States: Cengage Learning.
- Sax, Gilbert. (1989). Principles of educational and psychological measurement and evaluation (3rd ed.). Belmont, CA: Wadsworth, 678 pp.
- The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation. (2018). United States: SAGE Publications.
- Thorndike, R. M. (2005). Measurement and Evaluation in Psychology and Education. United States: Pearson Merrill Prentice Hall.
- Thorndike, R. M., Thorndike-Christ, T. (2013). Measurement and Evaluation in Psychology and Education: Pearson New International Edition. United Kingdom: Pearson Education.
- Urbina, S., Anastasi, A. (2007). Psychological Testing. India: Prentice-Hall of India. ISBN:9788120323650
- शर्मा, शिशुभा एवं शर्मा, मधुलिका (Sharma, Shashiprabha & Sharma, Madhulika) (2008) Shiksha Aur Manovigyan Main Mapan Avam Mulyankan. . India: Kanishka Publishers.
- मंगल, एस. के. (Mangal, S. K.), मंगल, शुभा (Mangal, Shubhra) (2020). अधिगम के लिए एमडू यांकन (ADHIGAM KE LIYE MULYANKAN). (n.p.): PHI Learning Pvt. Ltd..
- अग्रवाल, सौरभ (Agarwal, Saurabh) (2020) Measurement and Evaluation in Education (शिक्षा में मापन एवं मूल्यांकन) : Re- printed (In 2020): SBPD Publishing House (Sanjay Sahitya Bhawan). (2020). (n.p.): SBPD Publishing House.
- Source Book on Assessment Class VI to VIII, Science, [https://ncert.nic.in/desm/pdf/SB\\_ScienceVI-VIII.pdf](https://ncert.nic.in/desm/pdf/SB_ScienceVI-VIII.pdf)
- Teachers' Handbook <https://ncert.nic.in/desm/pdf/teacher'shandbook.pdf>
- vkdyuijzksriqLrdd {kk 6&8 ads fy,, [https://ncert.nic.in/desm/pdf/SB\\_VigyanVI-VIII.pdf](https://ncert.nic.in/desm/pdf/SB_VigyanVI-VIII.pdf)
- Source Book on Assessment Class VI to VIII, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVIIMathematics.pdf>
- Source Book on Assessment for Classes I-IV, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVMathematics.pdf>

- OECD (2022), Mathematics performance (PISA) (indicator). doi: 10.1787/04711c74-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/mathematics-performance-pisa.htm>
- OECD (2022), Reading performance (PISA) (indicator). doi: 10.1787/79913c69-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/reading-performance-pisa.htm>
- OECD (2022), Science performance (PISA) (indicator). doi: 10.1787/91952204-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/science-performance-pisa.htm>
- Position Paper National Focus Group on Examination Reforms [https://ncert.nic.in/pdf/focus-group/examination\\_reforms.pdf](https://ncert.nic.in/pdf/focus-group/examination_reforms.pdf)

**COURSE EDMCGA1: ACADEMIC WRITING****COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 2 Hrs./wk****M.Ed. third semester students/ will be able to-**

- CO1.** describe the norms of academic writing.
- CO2.** implement the different referencing styles into their writings.
- CO3.** Analyze the different aspects of a good academic piece/work
- CO4.** Create an academic writing piece on their own.
- CO5.** evaluate academic writing critically

1. Understanding academic writing through exploration of different sources, viz., journals, books, dissertations, academic magazines, working papers, etc.
2. Essentials of good academic writing.
3. Various Styles of writing a research article/ papers, viz., empirical, conceptual and review paper
4. Types of academic writing: analytical, descriptive, critical and persuasive
5. Critical Review of research papers & Dissertations
6. Use of OERs in academic writing
7. Plagiarism and its types, removing plagiarism from an academic writing piece.
8. Paraphrasing and acknowledging
9. Proof reading, editing and formatting academic writing work
10. Referencing as per APA referencing style guide comparing different referencing styles, viz., MLA, Chicago and Harvard etc ( brief)

**Modes of Transaction:**

learning by doing; focus on self-learning, Exposure to academic writing like journals, books, etc. Critical Review and Editing, Presentations, lecture cum discussion, Demonstration, presentation by students, flipped and blended mode learning as & when required.

**Mode of Evaluation:** Since this is a skill based paper which requires theoretical understanding and hands-on-activity, the weightage in evaluation will be based on performance on hands-on-activity on given scripts, ability to critically appreciate a given document, gradual improvement in academic writing capacity in given assignments/tasks and performance in the internal examination conducted in summative mode.

**Suggested Reading/Learning References:**

- APA (2012) style Manual USA, American Psychological Association
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
- Murray, R (2004) Writing for Academic Journals, Maidenhead: Open University Press.
- Strunk William and Whyte C.B. (Ed.) (1959). The elements of style.
- <https://nroer.gov.in/home>
- Swayam Course URL: [https://swayam.gov.in/nd2\\_ccc20\\_ge29/preview](https://swayam.gov.in/nd2_ccc20_ge29/preview)

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**COURSE EDMCGA2: RESEARCH RELATED TECHNIQUES**

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**COURSE OUTCOMES**

MARKS: 50	CREDITS: 2	3 Hrs./wk
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**The M.Ed. Third Semester Students will be able to –**

**CO 1-**Implement the theoretical understanding as well as the research skills through hands on experiences.

**CO2.**Develop skill of critical reviewing, and/or, skill of presentation and defending research.

**CO3.**Equip them with data analysis skills using various software and/or some advanced techniques.

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The course will provide the prospective teacher educators the necessary theoretical understanding along with hands-on-experience to a group of areas among the following as per requirement and students' choice:

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1. Data handling
  2. Statistical data analysis using MS-EXCEL
  3. Using SPSS for data analysis
  4. Qualitative Research Techniques
  5. Advanced statistics for data analysis
  6. Seminar presentation of research papers
  7. Writing Review of research papers on some given area
  8. Critical Review of Dissertations
  9. Preparing project/research proposals

The course is expected to refine the research skills of the prospective teacher educators on some specialized area. The skill-based course will be evaluated internally and on the basis of improvement in the performance in the classroom as well as on the basis of the performance in the internal examination conducted in summative mode as per the predecided rubric.

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**COURSE EDMCDF1: DISSERTATION (PROPOSAL)**

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

**The M.Ed. Third Semester Students will be able to –**

CO1 Prepare a research proposal

CO2 Develop and design research tools

Under this course, the M.Ed. Third Semester' Students are expected to prepare a detailed Proposal for the Scheme of Study to be undertaken for their dissertation work on the basis of the review of related literature and the rationale developed in the previous semester.

The scheme of study will include the nature of the study, variables involved, operational definitions of the variables, delimitations, population, required sample specifying its size, subgroups and method of selection, tools and the nature of data analysis techniques as expected to be involved.

The M.Ed. Third Semester' Students those who are conducting scientific approach of research expected to prepare at least one tool with specifying the dimensions and the respective items. It is also expected that they must go through a pilot study to go for an appropriate item analysis process. It is required that each student will present a report on the preparation of tool before a panel of teachers.

The M.Ed. Third Semester' Students those who are conducting Philosophical or Historical approach of research expected to prepare logical design for philosophical research and internal and external criticism design for historical research.

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**COURSE EDMDTT1: HISTORY & POLITICAL ECONOMY IN EDUCATION****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6Hrs./wk****The M.Ed. Fourth Semester Students will be able to**

- CO 1-** Implement the educational schemes of post-independent India
- CO 2-** Analyze the political and economic ideologies
- CO 3-** Execute the concepts of economic in education
- CO 4-** Differentiate the financing of education in India
- CO5-** Analyze the educational policies of India with reference to educational planning and development

**UNIT I: EDUCATIONAL SCHEMES OF POST-INDEPENDENT INDIA**

Goals, Objectives, Provisions of

- Primary Education –SarvaShikshaAbhiyan (SSA), Right to Education (RTE)
- Secondary Education –RashtriyaMadhyamikShikshaAbhiyan (RMSA)
- Higher Education-RashtriyaUchhatarShikshaAbhiyan (RUSA)

**UNIT II: POLITICAL AND ECONOMIC IDEOLOGIES AND EDUCATION**

- State control over education
- Democracy and Education; Meaning and relation
- Totalitarian and Education; Meaning and relation
- Socialism and Education; Meaning and relation

**UNIT III: ECONOMICS AND EDUCATION**

- Economics of Education: Concept, Need, and Scope
- Economic Thoughts on Education: Classical, Neo-Classical and Modern
- Education as an Economic Good, Consumption and Investment
- Education as Industry: A critical analysis
- Concept and Importance of Human Capital, Education and Human Capital Formation

**UNIT IV: FINANCING OF EDUCATION IN INDIA**

- Financing of Education: Meaning and Importance
- Sources of Finance (Grant-in-Aid Policies: central, state and local government)
- Principles of Financing Education
- Impact of Financing of Education on development of education

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Develop an educational plan of a remote village for bringing them into mainstream
- Conduct a survey of village reflecting an educational status
- Prepare a write-up depicting growth & development of an educational institute

**MODE OF TRANSACTION:** Lecture cum demonstration**Suggested Readings/Learning references:**

- Aggarwal, J.C. Educational Planning, Budgeting & Financing in India. Arya Book Depot: New Delhi
- Ansari, M.M. Education and Economic Development, New Delhi, AIU Publication, 1987.
- Atlekar, A.S. Education in Ancient India.
- Banerjee, J. P. Education in India-past, Present and future.
- Basu, A.N. Education in modern India.
- Basu, A.N. Adam's Report.
- Bell & Bell Education Policy & Social Class. Routledge: New Delhi
- Bhargava, M. et al Perspectives of education. H.P. Bhargava Book House: Agre

- Blaug Mark Economics of Education & the Education of an Economist. University Press: New York
- Blaug, M. An Introduction to Economics of Education. Penguin Books Ltd.: England
- Blaug, M. An Introduction to Economics of Education. The Penguin: London
- Garg, V.P. The Cost Analysis in Higher Education. Metropolitan Book Co. New Delhi
- Govt. of India Education of Women key to progress, Ministry of education, New Delhi.
- Govt. of India National Policy on Education. MHRD: New Delhi.
- Govt. of India Policy of Action. MHRD: New Delhi.
- Govt. of India Report of Kothari Commission. MHRD: New Delhi.
- Govt. of India Report of Secondary Education Commission, New Delhi.
- Govt. of India Report of University Education Commission, New Delhi.
- Harbison& Myers. Education, Manpower and Economics growth. Oxford: New Delhi.
- Keay, E.E. India Education in Ancient times.
- Kneller, G. F. Education & Economic Growth. John Wiley: New York.
- Mathur, S.P. Financial Administration & management – The Indian Publications: India
- Mukherjee, S.N. Education in India, Today & Tomorrow.
- Mukherjee, S.N. History of Education (Modern Period).
- N.C.E.R.T. The First Year Book of Education. NCERT: New Delhi.
- Nagpal C.S. & Mittal A.C. (eds). Economics of Education. Anmol Publications: New Delhi.
- Naik J.P. Educational Planning in India. Allied: New Delhi
- Pandit, H. N. Measurement of cost Productivity & Efficiency of Education. NCERT: New Delhi.
- Prakash Sri.&Choudhury, S.Expenditure on Education: Theory, Models &Growth. NIEPA: New Delhi.
- Schultz, T. W. The Economic Value of Education. Columbia University Press: Columbia.
- Sekaran, P.C. Educational Planning & Management –Sterling Publication Pvt. Ltd.: New Delhi
- Sethi, V. Educational Development and Resource Mobilization.Kanishka Publication: New Delhi.
- Sharma, Y. K. History & Problems of Education – Volume I & Volume II
- Sodhi, T. S. Education and Economics Development.Mukand Publications: Ludhiana.
- Tilak, J.B.G. Cost of Education in India: International Journal of Educational Development
- Tilak, J.B.G. Economics of Inequality in Education. Sage Publications: New Delhi.
- UNESCO Economic & Social aspects of Educational Planning
- Vaizey, J. Economics of Education. Faber & Faber: London.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

**COURSE EDMOTP1: SECONDARY EDUCATION: EDUCATIONAL TECHNOLOGY AND TEACHING LEARNING PROCESS****COURSE OUTCOMES**

<b>MARKS: 100</b>	<b>CREDITS: 4</b>	<b>6Hrs./w</b>
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**The M.Ed. Fourth Semester Students will be able to –**

- CO 1-**Understand and analyze the process of communication
  - CO 2-**Understand the concept of Instructional design.
  - CO 3-**Use various models for designing instruction
  - CO 4-**Understand the importance of individual instruction in classrooms.
  - CO 5-**Prepare Programmed learning material
  - CO 6-**Understand and use models of teaching
- 

**UNIT I: COMMUNICATION IN TEACHING LEARNING PROCESS**

- Meaning, concept, types of communication, Components and process of communication
- Modes and means of classroom communication and barriers of communication
- Listening skill for effective communication: Concept and types of listening (Comprehensive, Critical/Evaluative, Appreciative and Therapeutic/Empathetic), and phases of listening
- Strategies and tactics to develop effective classroom communication

**UNIT II: MODELS OF INSTRUCTIONAL DESIGN**

- Concept of Instructional Design
- Overviews of Behaviorist, Cognitivist and Constructivist theories and their implications to instructional design
- Models of development of Instructional Design: ADDIE, ASSURE, DICK, Keller's, and Carey model
- Gagne's Nine events of instructional design
- Five E's of Constructivism and Nine elements of Constructivist Instructional design

**UNIT III: DEVELOPMENT OF PROGRAMMED LEARNING MATERIAL**

- Concept of personalized system of instruction
- Individualized instruction: concept, Need and importance
- Programmed learning material: Concept, Principles of construction and its types
- Linear Programmed learning material: Concept, Principles of construction, frames and structure
- Branch Programmed learning material: Concept, Principles of construction, pages and structure

**UNIT IV: MODELS OF TEACHING**

- Models of Teaching:
  - Concept and Definition
  - classification/ Family
  - Elements of models of teaching
  - Concept Attainment Model and its type
  - Inquiry Training Model: Concept
  - Mastery Learning: concept
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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Practice on Verbal and Non-verbal communication, and listening skill
  - Prepare an Instruction based on models of instructional design
  - Develop a linear or branched PLM
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- Analysis of structure of any one model of teaching

**MODE OF TRANSACTION:** lecture cum discussion, workshop, seminar assignment, presentation by students

**Suggested Readings/Learning Reference-:**

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*Department of Education /Guru Ghasidas Vishwavidyalaya*



- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behaviour Analysis for Teachers*. London: Merrill Publishing Co, 1986.
- Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986.
- Chouhan, S.S.: Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction, Sterling Publication, New Delhi, 1982.
- Das, R.C. *Educational Technology: A Basic Text*. New Delhi: Sterling, 1992
- Dececoo, J. P. (1964). *Educational Technology: Readings in Programmed Instruction*. London: Holt, Renhart & Winston
- Rao, V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.
- Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.
- Sharma, A.R.: Educational Technology, Loyal Book Depot, Meerut, 1982.
- Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.
- Kulkarni, S.S.: Introduction to Educational Technology, Oxford and IBH, New Delhi, 1986.
- Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
- Brown, J. W., Lewis, R. B. (1977). *Instructional Technology: Media and Methods*. New York: Mcraw Hill Book Company.
- Demareo, T. (1978). *Structured Analysis and System Design*. New York: Yurdon Press.
- Hawryszkiewycz, I. (1998). *Introduction to systems Analysis and Design (4<sup>th</sup> Ed.)*. New Delhi: Prentice hall of India (Pvt.) Ltd.
- Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning)*. Ludhiana: Prakash Brothers
- You -Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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**COURSE EDMDTP2: SECONDARY EDUCATION: UNDERSTANDING DISABILITIES**

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**COURSE OUTCOMES**

<b>MARKS: 100</b>	<b>CREDITS: 4</b>	<b>6Hrs./wk</b>
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**The M.Ed. Fourth Semester Students will be able to –**

- CO 1.** acquire knowledge and understanding of Special education.
  - CO 2.** enable them to acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired, mentally retarded).
  - CO 3.** acquaint them with the Government Policies, Legislatures & National Institutes related to the disabled.
  - CO 4.** acquaint them with Educational programmes, Equipments and Aids for education of the disabled.
  - CO 5.** acquaint them with the role of parents, peers and society in Rehabilitation of the disabled.
- 

**UNIT I. CHILDREN WITH ORTHOPAEDIC AND VISUAL IMPAIRMENT**

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

**UNIT II. CHILDREN WITH INTELLECTUAL IMPAIRMENT**

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

**UNIT III. CHILDREN WITH HEARING IMPAIRMENT**

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

**UNIT IV. LEARNING DISABLED CHILDREN**

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

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**MODE OF TRANSACTION:** Lecture, Discussion, power point presentations, field visits.

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**PRACTICUM**

- Using the audiograms of children (three), identify the audiological needs of each
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- Visit to the institute meant for intellectually impaired and submit a report on the educational interventions being followed in that institute.
- Prepare a draft in Braille on any topic.
- Deliver a small content in sign language
- construct a tool to identify learning disability (any one type)

### Suggested Readings/Learning Reference-:

- Agrawal, J.C. *VisistaBalakhetuShiskhanAdhigamPrakriya*
- Bhargava, M. *Introduction to Exceptional Children, Their Nature and Educational Provisions*, New Delhi, Sterling Publishers, 1994
- Bist, Abha Rani : *Vishistha Balak*, Agra : Vinod Pustak Mandir.
- Bruer, A.M. & Shea, M *Teaching Exceptional Students in your Classroom*, London, Allyn and Bacon, 1989
- Chauhan, S.S *Education of Exceptional Children*, New Delhi, Indus Publishing Company, 1989
- Dash, M.: *Education of Exceptional Children*, New Delhi: Atlantic Publishers and Distributors, 5300.
- Dubey, M.N. *Gifted and Talented Education*, New Delhi, Mittal Publication, 5305
- Cruick Shank M.M. and Johnson (eds) *Education of Exceptional Children and Youth*, London, McGraw Hill, 1975
- Farwel, M. *Special Education Needs* Paul Chapman Publishing- Sage Publication 5304
- Gallagher J.J. *Teaching the Gifted Child (2nd edition.)*, Boston, Allyn& Bacon, 1975
- Gupta P.K. *Education for Creativity* Cosmo publication, New Delhi 5304
- Heck, A.O. *The Education of the Exceptional Children*, New York, McGraw Hill, 1953
- Kirk, S. & Gallagher *Education of the Exceptional Children*, New Delhi, Oxford IBH, 1979
- Kundu, C.L. (Editor in Chief): *Status of Disability in India 5300*, New Delhi: Rehabilitation Council of India.
- Martens, D.M. & Melaughliu, J.A. *Research and Evaluation, Methods in Special in Special Education* Corwin Press, Sage Publication 5305
- Mishra, R.C. *Guidance & Counselling (2 Vols)* Eastern Book House, Guwahati, 5305
- Panda, K.C.: *Education of Exceptional Children*, New Delhi: Vikas Publishing House Pvt. Ltd., 1997
- Parker, B.N. *Discovering programs for Talent Development* Corwin Press, Sage Publication, New Delhi 5303
- Perter, L. *Educating Young Children with Special Needs*, New Delhi, Sage Publication, 5302
- Porter, L *Educating Young Children with Special needs*, Paul Chapman Publishing), New Delhi, Sage Publications 5303
- Reddy, G.L. *Mental Retardation, Education and Rehabilitation*, New Delhi, DPH Publication, 5304
- Sarsani, M.R *Creativity in Education*, New Delhi, Sarup Publication, 5305
- Sharma, R.A. *VisistaBalak*, R.Lall, Meerut
- Shelton, C.F *The Exceptional Teachers Handbook*, New Delhi, Cowries Press, Sage Publication, 5300
- Smith, D. *Working with Gifted and Talented Pupils in the Secondary Schools*, Paul Chapman Publishing, Sage publication, 5305
- Sukumaran, P.S. *Parental Involvement in the Education of Mentally Challenged Children*, Ekta Book Distributor, Catalogue New Delhi 5300
- Torrance & Myers *Creative Learning and Teaching*, New York, Dodd Mead Publications, 1950
- Torrance, E. P. *Guiding Creative Talent*, New Delhi, Prentice Hall, 1950
- Venkataiah *Special Education* Ekta Book Distributor, Catalogue New Delhi 5305
- Wall, K. *Special Needs and Early Years-A Practitioners Guide*, New Delhi, Paul Chapman Publishing, 5303
- Wards, V.S. *Educating the Gifted*, Ohio, Merrill Book Company, 1961
- Wehman, P. & Melaughlin, P.T. *Programme Development in Special Education*, New Delhi, McGraw Hill Publishers, 1981

- Yesseldyke, E. James, Bob Algozzine, *Special Education – A Practical Approach for Teachers*, New Delhi: Kanishka Publishers, Distributors
- You -Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

## COURSES EDMDTP3: SECONDARY EDUCATION: GUIDANCE IN EDUCATIONAL INSTITUTES

### COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6Hrs/wk

The M.Ed. fourth Semester Students will be able to –

- CO 1. Explain the Basic principles and procedures of Guidance Program.
- CO 2. Explain the Guidance in Educational Institutes.
- CO 3. Execute and Check the Guidance Activities- Possibilities and Problems.
- CO 4. Explain the Guidance for Special Learner
- CO 5. Practice to organize Guidance & career program

### UNIT - I: BASIC PRINCIPLES AND PROCEDURES OF GUIDANCE PROGRAMME:

- Principles of organization and Administration of Guidance Programme
- Basic organizational pattern of Guidance.
- Administration of Guidance Programme.

### UNIT - II: GUIDANCE IN EDUCATIONAL INSTITUTES

- Beginning of Guidance in Indian Educational Institutions.
- Guidance in secondary schools- Characteristics of students in secondary level.
- Needs of guidance among students.
- Purposes of Guidance at secondary Level.

### UNIT - III: GUIDANCE ACTIVITIES- POSSIBILITIES AND PROBLEMS:

- Guidance activities as career days, career conference, field trip and group discussion
- Evaluation and research in Guidance.
- Barriers of Guidance in India

### UNIT - IV: GUIDANCE FOR SPECIAL LEARNER:

- Guiding Physically Challenged Students.
- Guiding Mentally Retarded and Slow Learner.
- Guiding Gifted students.
- Guiding Creative Students.

### PRACTICUM

- Organize a career conference for secondary school students
- Describe a Guidance programme for any one special learner

### Suggested reading/Learning References:

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
  - Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
  - Donald, E. Super (1965). Counseling in the Secondary School, Harper, New Delhi.
  - Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
  - Jaiswal, S. R. (1987). Nirdeshanevam Paramarsh, Vinod Pustak Mandir, Agra.
  - Verma & Upadhyay, (1967). Shaikshikevam Vyavshaik Nirdeshan, Vinod Pustak Mandir, Agra.
  - Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
  - Dave Indu, 1983, The basic essentials of counselling, sterling publishers Pvt. Ltd., New Delhi.
  - Johnson, F. Walter, 1963, Testing in Guidance and Counselling, Mc.Graw Hill Book Co. Inc. New York.
  - OhlSen, Merle M, 1970, Group counselling : Holt, Rinehart Winston, New York.
  - Johnson F. Walter, 1965, Theories of Counselling, Mc-Graw Hill Book Co., New York
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

**COURSE EDMDTP7: SECONDARY EDUCATION- TOOLS FOR EDUCATIONAL ASSESSMENT****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To facilitate the M.Ed. Fourth semester students to:

- CO 1.** Explain the nature of achievement testing, its dimensions and establish relationship among the intended outcomes and evaluation
- CO 2.** Follow the steps for achievement testing and prepare appropriate blue prints for given objectives
- CO 3.** Develop various types of test items for various levels of achievement testing
- CO 4.** Evaluate the quality of the test items through calculating various indices
- CO 5.** Frame appropriate items for attitude, interest and aptitude
- CO 6.** Frame items for scales
- CO 7.** Use statistical software for data organisation of test or scale scores for analysis

**UNIT – I: ACHIEVEMENT TESTING**

- Concept of achievement testing; related constructs; dimensions and levels of achievement testing
- Relating instructional objectives, learning outcomes, and assessment and content sampling and specification through a blue print
- Purpose and basic understanding of objective and subjective evaluation

**UNIT – II: ITEMS FOR ACHIEVEMENT TESTING**

- Various test items suitable for objective achievement testing; Open and closed form questions for a test based on a Test Blue Print and student learning objectives: (Brief idea of supply and selection type items and major focus on MCQ)
- Indicators of quality of a test item for a purpose: Structure, difficulty, discrimination ability
- Using indices like Discrimination Index, Difficulty value for determining quality of MCQ items

**UNIT – III: ITEMS FOR OTHER DIMENSIONS**

- Difference in Attitude, Aptitude, Interests and other related dimensions;
- Construct and characteristics of Items for attitude testing
- Construct and characteristics of Items for Interest testing
- Construct and characteristics of Intelligence testing, Various uses including disability screening

**UNIT – IV: SCALE CONSTRUCTION**

- Concept of scale; Nature of variables to be measured by a scale; Difference among scale, test, questionnaire, inventory; Basic types of scale
- Structure of a Likert scale and items; qualities of good scale items;
- Scoring and interpretation

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

- Preparation of appropriate blue prints for given objectives
- Developing various types of test items for various levels and types of achievement testing
- Evaluating the quality of the test items through calculating various indices
- Framing appropriate items for attitude, interest and aptitude
- Framing items for Likert scale on any chosen variable
- Data feeding for a given set of test or scale scores using statistical software
- Analysis of a given set of test or scale scores using statistical software

**MODE OF TRANSACTION:** Lectures, Video clips, Discussion, Small group activity/ projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

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**Suggested Readings:**

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- Assessment, Testing, and Measurement Strategies in Global Higher Education. (2020). United States: IGI Global. ISBN:9781799823148
- Bamberger, M., Vaessen, J., & Raimondo, E. (Eds.). (2016). Dealing with complexity in development evaluation. Thousand Oaks, CA: SAGE Publications, Inc. <https://www.doi.org/10.4135/9781483399935>
- Brown, P. C., Roediger III, H.L., McDaniel, M.A. (2015). Make It Stick: The Science of Successful Learning, Belknap Press, Cambridge, MA.
- Classroom Assessment and Educational Measurement. (2019). United States: Taylor & Francis.
- Cohen, R. J., Tobin, R. M., Schneider, W. J. (2021). Psychological Testing and Assessment: An Introduction to Tests and Measurement. United Kingdom: McGraw-Hill Education.
- Handbook of Psychological Assessment. (2000). Netherlands: Elsevier Science.
- Linn, R. L. (2008). Measurement and Assessment in Teaching. India: Pearson Education
- Miller, M. D., Gronlund, N., Linn, R. L. (2013). Measurement and Assessment in Teaching. Netherlands: Pearson. ISBN:9780132689663,
- National Research Council, (2001) Knowing What Students Know: The Science and Design of Educational Assessment, National Academies Press (27 October 2001)
- Rogers, Carl (1994) Freedom to Learn Prentice Hall; 3rd Revised edition (21 January 1994) ISBN: 978-0024031211
- Saccuzzo, D. P., Kaplan, R. M. (2017). Psychological Testing: Principles, Applications, and Issues. United States: Cengage Learning.
- Sax, Gilbert. (1989). Principles of educational and psychological measurement and evaluation (3rd ed.). Belmont, CA: Wadsworth, 678 pp.
- The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation. (2018). United States: SAGE Publications.
- Thorndike, R. M. (2005). Measurement and Evaluation in Psychology and Education. United States: Pearson Merrill Prentice Hall.
- Thorndike, R. M., Thorndike-Christ, T. (2013). Measurement and Evaluation in Psychology and Education: Pearson New International Edition. United Kingdom: Pearson Education.
- Urbina, S., Anastasi, A. (2007). Psychological Testing. India: Prentice-Hall of India. ISBN:9788120323650
- शर्मा, शशिप्रभा एवं शर्मा, मधुलिका (Sharma, Shashiprabha & Sharma, Madhulika) (2008) Shiksha Aur Manovigyan Main Mapan Avam Mulyankan. . India: Kanishka Publishers.
- मंगल, एस. के. (Mangal, S. K.), मंगल, शुभा (Mangal, Shubhra) (2020). अधिगम के लिए एमडू यांकन (ADHIGAM KE LIYE MULYANKAN). (n.p.): PHI Learning Pvt. Ltd..
- अग्रवाल, सौरभ (Agarwal, Saurabh) (2020) Measurement and Evaluation in Education (शिक्षा में मापन एवं मूल्यांकन) : Re- printed (In 2020): SBPD Publishing House (Sanjay Sahitya Bhawan). (2020). (n.p.): SBPD Publishing House.
- Source Book on Assessment Class VI to VIII, Science, [https://ncert.nic.in/desm/pdf/SB\\_ScienceVI-VIII.pdf](https://ncert.nic.in/desm/pdf/SB_ScienceVI-VIII.pdf)
- Teachers' Handbook <https://ncert.nic.in/desm/pdf/teacher'shandbook.pdf>
- vkdyuijlzksriqLrdd {kk 6&8 ads fy, [https://ncert.nic.in/desm/pdf/SB\\_VigyanVI-VIII.pdf](https://ncert.nic.in/desm/pdf/SB_VigyanVI-VIII.pdf)
- Source Book on Assessment Class VI to VIII, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVIIMathematics.pdf>
- Source Book on Assessment for Classes I-IV, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVMathematics.pdf>

- OECD (2022), Mathematics performance (PISA) (indicator). doi: 10.1787/04711c74-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/mathematics-performance-pisa.htm>
- OECD (2022), Reading performance (PISA) (indicator). doi: 10.1787/79913c69-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/reading-performance-pisa.htm>
- OECD (2022), Science performance (PISA) (indicator). doi: 10.1787/91952204-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/science-performance-pisa.htm>

Position Paper National Focus Group on Examination Reforms [https://ncert.nic.in/pdf/focus-group/examination\\_reforms.pdf](https://ncert.nic.in/pdf/focus-group/examination_reforms.pdf)



## **COURSE EDMDTP4: SECONDARY EDUCATION: OPEN & TECHNOLOGY SUPPORTED EDUCATION**

### **COURSE OUTCOMES**

<b>MARKS: 100</b>	<b>CREDITS: 4</b>	<b>6Hrs./wk</b>
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**The M.Ed. fourth Semester students will be able to:**

- CO 1.** discuss the concept of open learning system in the context of changing course over time
- CO 2.** identify various challenges of educational technology in classroom and find suitable solutions
- CO 3.** explain and evaluate the changing role of teachers as well as learners in the context of open educational system as well as in the technology supported learning environments
- CO 4.** identify ways to prepare guidelines on how to work safely in online learning environment and to develop learner accountability
- CO 5.** enumerate recent developments in India for integrating ICT in school Education
- CO 6.** discuss the importance of working with technology enhanced learning platforms and demonstrate ability to adopt to such platforms for teaching, support and evaluation
- CO 7.** Evaluate the role and application of ICT in evaluate, administration and research

### **UNIT I: OPEN EDUCATION**

- Open education: concept of openness & various forms,
- Concepts of correspondence education and distance education
- Role of Open learning in India with special reference to schools
- Role of mass media in Open learning
- Problems and issues in Open Learning System in India

### **UNIT II: TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS**

- Learners' role redefined; issues of security and privacy; accountability issues: Plagiarism and its reasons, educational implications
- Open educational resources
- Online educational platforms: MOOCs—concept, requirement, basic understanding of the working process

### **UNIT III : RECENT DEVELOPMENTS & CHALLENGES OF TECHNOLOGY IN EDUCATION**

- Multimedia Packages, E-PATHSHALA, DIKSHA, NISHTHA National Knowledge Network (brief)
- ICT@Schools: concept, Dimensions, outline of students curriculum for ICT, financing and implementation issues
- National Mission on Education through ICT (NMEICT)
- Educational Web tools for the support of a Web-based learning environment;
- Challenges of technology; Access and availability
- Failure to use Technology in Education; Anti-technology Sentiments

### **UNIT IV: ICT in Evaluation, Administration and Research**

- Professional development of teachers in ICT: need and areas of competency as per national policy, NPST
- Use of ICT in Evaluation and Research: E portfolios, Online assessment tools (Online survey tools or test generators) – Concept and Development.
- ICT for Research - Online Repositories and Online Libraries; Concept & use

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

- Power-point presentation on access, availability and policy issues on
- Preparing e-content on any web based learning platform/tools

- Creating learning environments with virtual platforms
- Project/presentation on Open educational resources of India and the World
- Analysis of the different application software packages referring to their use in education
- Preparation of a project report by using various application software packages and its critical appraisal

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

**Suggested Readings:/Learning references**

- Adam, D.M. *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y., 1995.
- Bose, K Sanjay. *Hardware and Software of Personal Computer*, 2005.
- Conrad, Kerri. *Instructional Design for Web – Based Training* HRD Press, 2001.
- Flynn, Meredith and Rutkosky, Nita: *Advanced Microsoft Office 2000*. New Delhi: Publications, 2000.
- Harvest, Douglas: *Excel 4 for Windows: Instant Reference*. Singapore; Tech Publications PTE Ltd. 1992.
- Hillman, David: *Multimedia Technology and Applications*. New York: Delmar Publishers, 1998.
- Horton, W. *Designing web-based Training*, John Wiley & Sons, 2001.
- Matthews, Martin: *Windows 95 Power Tools*: New York: Random House Electronic Publishing, 1995.
- Minasi, Mark; Christiansen, Eric & Shapar, Kristina: *Expert Guide to Windows 98*. San Francisco: Sybex, 1998.
- Nagpal, D.P.: *Computer Course*. New Delhi: Wheeler Publishing, 2001.
- Oberlin, S.K.; Kervran, P. & Cox, J.: *A Quick Course in Windows 3.1*. Delhi: Jaico Publishing House, 1993.
- Rajaraman, V.: *Fundamentals of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd., 1997.
- Rathbone, Andy; *Windows for Dummies*. Delhi: Pustak Mahal, 1993.
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- Toolkit for bridging the digital divide in your community. U.S. Department of Education, Office of Educational Technology. [http://www.ed.gov/Technology/tool\\_kit.html](http://www.ed.gov/Technology/tool_kit.html)
- U.S. Copyright Office. [http://www.copyright.gov/\(particularly circular 21, "Reproductions of Copyrighted Works by Educators and Librarians."](http://www.copyright.gov/(particularly%20circular%2021,%20%22Reproductions%20of%20Copyrighted%20Works%20by%20Educators%20and%20Librarians.%22http://www.copyright.gov/circs/circ21.pdf)<http://www.copyright.gov/circs/circ21.pdf>
- RELATED WEBSITES
- Copyright
- Teaching Copyright to Students <http://www.teachingcopyright.org/>
- The United States Copyright Office <http://www.copyright.gov/>

- The Copyright Clearance Center. This is where you can go to get permission to reproduce copyrighted works. <http://www.copyright.com/>
- Privacy
- The Children’s Online Privacy Protection Act <http://www.ftc.gov/ogc/coppa1.htm>
- Teacher’s resource for privacy issues <http://www.ftc.gov/kidsprivacy/teachers.htm>
- Plagiarism
- Plagiarism resource <http://www.georgetown.edu/honor/plagiarism.html>
- Digital Divide
- The National Center for Education Statistics. You can search for the current data about technology in schools and related demographics. <http://www.nces.ed.gov/>
- Computers for Learning government website <http://www.computers.fed.gov/Public/home.asp>
- PBS series on the digital divide with teacher brochures and resources <http://www.pbs.org/digitaldivide/learning.html>
- Acceptable Use Policies
- Acceptable Use Policies [http://www-ed.fnal.gov/lincon/issue\\_aup.shtml](http://www-ed.fnal.gov/lincon/issue_aup.shtml)
- <http://ictschools.gov.in/>
- <http://nroer.gov.in/home/>

**COURSE EDMDTP8: QUALITY & STANDARDISATION OF EVALUATION TOOLS****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To facilitate the M.Ed. fourth semester students to:

- CO 1. Explain the concept, types and estimation process of reliability and validity of scores measured through a tool
- CO 2. Relate reliability and validity and identify factors influencing the reliability and validity of the scores measured through a tool
- CO 3. Evaluate the sources of threats to tool validity
- CO 4. Follow standardization procedure for a tool and develop norms
- CO 5. Statistically calculate the reliability and validity and related terms

**UNIT – I: RELIABILITY OF SCORES**

- Meaning of reliability of scores, statistical concept of reliability,
- Estimating reliability of scores through
- Stability
- Equivalence
- Stability & equivalence
- Internal consistency
- Types and sources of errors
- Factors influencing the reliability of scores and how to deal with them

**UNIT – II: VALIDITY OF TEST RESULTS**

- Meaning and statistical concept of validity; relationship of reliability and validity
- Face validity
- Content validity: Meaning and role of Content domain sampling Test/Item to curriculum alignment and Table of specification (blue print)
- Criterion related validity: Meaning; Concurrent & Predictive validity; Effects of Attenuation
- Construct validity Meaning; Developmental – longitudinal, Contrasted groups – experimental, Internal structure, Convergent, Discriminant
- Threats to validity and how to eliminate them

**UNIT – III: QUANTITATIVE EXPRESSIONS OF RELIABILITY & VALIDITY**

- Reliability in quantitative terms, expression,
- Validity in quantitative terms
- Estimating reliability for a sample size, no. of items and
- Estimating various reliability coefficients

**UNIT – IV: INTERPRETATION & STANDARDISATION**

- Development and Use of Rubrics for scoring or grading, self-evaluation, or Peer-Parent feedback (including practical and co-scholastic aspects)
- Interpretation of results
- Standardisation: Meaning and process
- Norms: Meaning, development

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

- Presentation on identification of factors influencing the reliability and validity of the test scores in a given situation
- Estimate reliability of a set of test scores using statistical software

- Interpret the given findings of reliability and validity
- Statistically calculate the reliability and validity and related terms
- Develop norms for a given set of test results

**MODE OF TRANSACTION:** Lectures, Video clips, Discussion, Small group activity/ projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

### Suggested Readings:

- Assessment, Testing, and Measurement Strategies in Global Higher Education. (2020). United States: IGI Global. ISBN:9781799823148
- Bamberger, M., Vaessen, J., & Raimondo, E. (Eds.). (2016). Dealing with complexity in development evaluation. Thousand Oaks, CA: SAGE Publications, Inc. <https://www.doi.org/10.4135/9781483399935>
- Brown, P. C., Roediger III, H.L., McDaniel, M.A. (2015). Make It Stick: The Science of Successful Learning, Belknap Press, Cambridge, MA.
- Classroom Assessment and Educational Measurement. (2019). United States: Taylor & Francis.
- Cohen, R. J., Tobin, R. M., Schneider, W. J. (2021). Psychological Testing and Assessment: An Introduction to Tests and Measurement. United Kingdom: McGraw-Hill Education.
- Handbook of Psychological Assessment. (2000). Netherlands: Elsevier Science.
- Linn, R. L. (2008). Measurement and Assessment in Teaching. India: Pearson Education
- Miller, M. D., Gronlund, N., Linn, R. L. (2013). Measurement and Assessment in Teaching. Netherlands: Pearson. ISBN:9780132689663,
- National Research Council, (2001) Knowing What Students Know: The Science and Design of Educational Assessment, National Academies Press (27 October 2001)
- Rogers, Carl (1994) Freedom to Learn Prentice Hall; 3rd Revised edition (21 January 1994) ISBN: 978-0024031211
- Saccuzzo, D. P., Kaplan, R. M. (2017). Psychological Testing: Principles, Applications, and Issues. United States: Cengage Learning.
- Sax, Gilbert. (1989). Principles of educational and psychological measurement and evaluation (3rd ed.). Belmont, CA: Wadsworth, 678 pp.
- The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation. (2018). United States: SAGE Publications.
- Thorndike, R. M. (2005). Measurement and Evaluation in Psychology and Education. United States: Pearson Merrill Prentice Hall.
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- मंगल, एस. के. (Mangal, S. K.), मंगल, शुभा (Mangal, Shubhra) (2020). अधिगम के लिए एमडू यांकन (ADHIGAM KE LIYE MULYANKAN). (n.p.): PHI Learning Pvt. Ltd..
- अग्रवाल, सौरभ (Agarwal, Saurabh) (2020) Measurement and Evaluation in Education (विशेष रूप से मापन एवं मूल्यांकन) : Re- printed (In 2020): SBPD Publishing House (Sanjay Sahitya Bhawan). (2020). (n.p.): SBPD Publishing House.
- Source Book on Assessment Class VI to VIII, Science, [https://ncert.nic.in/desm/pdf/SB\\_ScienceVI-VIII.pdf](https://ncert.nic.in/desm/pdf/SB_ScienceVI-VIII.pdf)
- Teachers' Handbook <https://ncert.nic.in/desm/pdf/teacher'shandbook.pdf>
- [https://ncert.nic.in/desm/pdf/SB\\_VigyanVI-VIII.pdf](https://ncert.nic.in/desm/pdf/SB_VigyanVI-VIII.pdf)

- Source Book on Assessment Class VI to VIII, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVIIMathematics.pdf>
- Source Book on Assessment for Classes I-IV, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVMathematics.pdf>
- OECD (2022), Mathematics performance (PISA) (indicator). doi: 10.1787/04711c74-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/mathematics-performance-pisa.htm>
- OECD (2022), Reading performance (PISA) (indicator). doi: 10.1787/79913c69-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/reading-performance-pisa.htm>
- OECD (2022), Science performance (PISA) (indicator). doi: 10.1787/91952204-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/science-performance-pisa.htm>
- Position Paper National Focus Group on Examination Reforms [https://ncert.nic.in/pdf/focus-group/examination\\_reforms.pdf](https://ncert.nic.in/pdf/focus-group/examination_reforms.pdf)

## **COURSE EDMDTP5: SECONDARY EDUCATION: DEVELOPING INCLUSIVE LEARNING ENVIRONMENT**

### **COURSE OUTCOMES**

<b>MARKS: 100</b>	<b>CREDITS: 4</b>	<b>6Hrs./wk</b>
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#### **The M.Ed. fourth Semester students will be able to:**

- CO 1.** Create the principles, approaches & best practices associated with inclusive education
- CO 2.** Develop the ability to identify barriers of inclusion ensuring physical, academic and social access with the help of teachers & technology
- CO 3.** Evaluate the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings and working in teams to promote inclusion.
- CO 4.** Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
- CO 5.** Develop the ability of collaboration, managing conflict, mentoring and coaching

### **UNIT I: PERSPECTIVES IN INCLUSIVE EDUCATION**

- principles of inclusive education
- approaches to disability and delivery models
- key debates in special and inclusive education
- research evidence on efficacy and best practices associated with inclusive education

### **UNIT II: BUILDING INCLUSIVE SCHOOLS**

- identifying barriers to inclusion- attitudinal, systemic and structural
- ensuring physical, academic and social access
- leadership and teachers as change agents
- assistive technology

### **UNIT III: COLLABORATIONS**

- models of collaboration
- working with parents
- managing conflict
- co-teaching
- mentoring and coaching

### **UNIT IV: HUMANRIGHT-BASED APPROACH AND DISABILITY**

- Human Rights-Based Approach: Concept
- Principles of Human Rights-Based Approach
- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law
- Elements of Human Rights System
- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society
- Implications for Disability
- Empowerment

- Enforceability
- Indivisibility
- Participation

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### **MODE OF TRANSACTION:**

Lecture, Discussion, power point presentations, field visits

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### **PRACTICUM**

- conduct a gender analysis of a selected disability act/policy
  - design a poster on inclusive education
  - visit special schools of any two disabilities & an inclusive school and write observation report highlighting pedagogy / environment of the school .
  - identify barriers in learning in an inclusive school of your city.
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### **Suggested Readings/ Learning references:**

- Agrawal, J.C. VisistaBalakhetuShiskhanAdhigamPrakriya
- Bhargava, M. Introduction to Exceptional Children, Their Nature and Educational Provisions, New Delhi, Sterling Publishers, 1994
- Bist, Abha Rani : Vishistha Balak, Agra : Vinod Pustak Mandir.
- Bruer, A.M. & Shea, M Teaching Exceptional Students in your Classroom, London, Allyn and Bacon, 1989
- Chauhan, S.S Education of Exceptional Children, New Delhi, Indus Publishing Company, 1989
- Dash, M.: Education of Exceptional Children, New Delhi: Atlantic Publishers and Distributors, 5300.
- Dubey, M.N. Gifted and Talented Education, New Delhi, Mittal Publication, 5305
- Cruick Shank M.M. and Johnson (eds) Education of Exceptional Children and Youth, London, McGraw Hill, 1975
- Farwel, M. Special Education Needs Paul Chapman Publishing- Sage Publication
- Gallagher J.J. Teaching the Gifted Child (2nd edition.), Boston, Allyn& Bacon, 1975
- Gupta P.K. Education for Creativity Cosmo publication, New Delhi 5304
- Heck, A.O. The Education of the Exceptional Children, New York, McGraw Hill, 1953
- Kirk, S. & Gallagher Education of the Exceptional Children, New Delhi, Oxford IBH, 1979
- Kundu, C.L. (Editor in Chief): Status of Disability in India 5300, New Delhi: Rehabilitation Council of India.
- Martens, D.M. & Melaughliu, J.A. Research and Evaluation, Methods in Special in Special Education Corwin Press, Sage Publication 5305
- Mishra, R.C. Guidance & Counselling (2 Vols) Eastern Book House, Guwahati,
- Panda, K.C.: Education of Exceptional Children, New Delhi: Vikas Publishing House Pvt. Ltd., 1997
- Parker, B.N. Discovering programs for Talent Development Corwin Press, Sage Publication, New Delhi
- Perter, L. Educating Young Children with Special Needs, New Delhi, Sage Publication, 5302
- Porter, L Educating Young Children with Special needs, Paul Chapman Publishing), New Delhi, Sage Publications
- Reddy, G.L. Mental Retardation, Education and Rehabilitation, New Delhi, DPH Publication, 5304
- Sarsani, M.R Creativity in Education, New Delhi, Sarup Publication, 5305
- Sharma, R.A. VisistaBalak, R.Lall, Meerut
- Shelton, C.F The Exceptional Teachers Handbook, New Delhi, Cowries Press, Sage Publication, 5300
- Smith, D. Working with Gifted and Talented Pupils in the Secondary Schools, Paul Chapman Publishing, Sage publication, 5305
- Sukumaran, P.S. Parental Involvement in the Education of Mentally Challenged Children, Ekta Book Distributor, Catalogue New Delhi 5300
- Torrance & Myers Creative Learning and Teaching, New York, Dodd Mead Publications, 1950
- Torrance, E. P. Guiding Creative Talent, New Delhi, Prentice Hall, 1950
- Venkataiah Special Education Ekta Book Distributor, Catalogue New Delhi
- Wall, K. Special Needs and Early Years-A Practioners Guide, New Delhi, Paul Chapman Publishing,
- Wards, V.S. Educating the Gifted, Ohio, Merrill Book Company, 1961
- Wehman, P. & Melaughlin, P.T. Programme Development in Special Education, New Delhi, McGraw Hill Publishers, 1981



- Yesseldyke, E. James, Bob Algozzine, Special Education – A Practical Approach for Teachers, New Delhi: Kanishka Publishers, Distributors
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/poi

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**COURSE EDMDTP6: SECONDARY EDUCATION: UNDERSTANDING THE COUNSELLING SERVICE**

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**COURSE OUTCOMES**

<b>MARKS: 100</b>	<b>CREDITS: 4</b>	<b>6Hrs./wk</b>
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**The M.Ed. fourth Semester' Students will be able to**

- CO 1.** explain the Appraisal in Guidance and Counseling.
- CO 2.** differentiate the Approaches and Models of Counseling
- CO 3.** execute the individual counseling amongst school students
- CO 4.** execute the Group counseling amongst school students

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**UNIT - I: APPRAISAL IN GUIDANCE AND COUNSELLING.**

- Meaning and nature of appraisal.
- Need for appraisal in guidance and counseling.
- Place of appraisal in guidance and counseling.
- Techniques of diagnosis: (standardized and non-standardized)
- Set-ups for counseling

**UNIT - II: APPROACHES AND MODELS OF COUNSELLING:**

- Approaches - Development, Psychoanalytic, Disease and Counselor control.
- Models - Directive, Non-directive, Case study.

**UNIT - III: INDIVIDUAL COUNSELLING:**

- Concept of individual counseling.
- Counseling Interview- interview procedure.
- Counseling-process, condition for counseling relationship, dimensions of counseling process (internal & external, feeling vs. the content, the self and the self-disclosure).

**UNIT - IV: GROUP COUNSELING**

- Concept of Group counseling
- Need for Group Counseling
- Dynamics of Group Counseling
  - Structure
  - Communication
  - Preparation
- Process of Group Counseling
- Limitation of Group Counseling

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**PRACTICUM**

Undertaking a counseling of an individual case and reporting

Identifying the counselors for individual case

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**Suggested reading/Learning References:**

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
- Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
- Donald, E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.

- Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
- Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
- Verma&Upadhay, (1967). ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
- Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
- Dave Indu, 1983, The basic essentials of counselling, sterling publishers Pvt. Ltd., New Delhi.
- Johnson, F. Walter, 1963, Testing in Guidace and Counselling, Mc.Graw Hill Book Co.Inc. New York.
- OhlSen, Merle M, 1970 , Group counselling : Holt, Renehart Winston, New York.
- Johnson F.Walter, 1965, Theories of Counselling, Mc-Graw Hill Book Co., New York
- -U-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

**COURSE EDMDDF1: DISSERTATION: DATA COLLECTION, ANALYSIS & REPORT WRITING****COURS OUTCOMES****MARKS: 100 | CREDITS: 4 | 6Hrs./wk****The M.Ed. fourth Semester' Students will be able to**

- CO 1.** execute the data collection from real sample situation
- CO 2.** check and implement the suitable process of data analysis and conduct them
- CO 3.** produce the report the study in formal and academically acceptable format.
- CO 4.** critique and attribute the research in appropriate forum

On the basis of the rationale developed and scheme of study designed in the previous semesters, the prospective teachers are expected to go for the data collection from the selected sample. They have to produce records of their presence in the institutions visited for the process. The data collected may be analyzed and concluded appropriately. The final dissertation is expected to be reported in appropriate format as delineated by the department.

The evaluation will be based on the performance of the student in the open seminar presentation for research defense and/or viva voce examination conducted/done through a three members committee (External Examiner/ referee, Head of the Department and concerned supervisor)/or as decided by the department. Each dissertation shall be examined by an external /examiner/referee/expert appointed by the Hon'ble Vice Chancellor. Internal evaluation of the students' performance in ensuring original efforts in data collection, in suitable analysis and most importantly in reporting the study will also be given due weight.

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# Curriculum for Two–Year B.Ed. Programme

Academic Session: 2023-2025



Department of Education  
Guru Ghasidas Vishwavidyalaya  
(A Central University)

Bilaspur, Chhattisgarh

**PROGRAMME OUTCOMES:**

***Following are the outcomes expected from the Teacher Education Programmes run by the Department of Education, GGV:***

**The Prospective Teachers will be able to**

PO-1 Function as globally and professionally competent teachers and practitioners of education

PO-2 Engage themselves in the noble professional 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 and researchers 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 Education degree Programme:**

**PSO1. Knowledge:** The Prospective School Teachers will demonstrate (i) systematic and extensive content knowledge and understanding of the academic field of 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 School Education and Teacher Education; (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

**PSO2. Skills:** The Prospective School Teachers 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 school children within the subject area of Specialization. (ii) skills to design equitable and inclusive strategies of evaluation for learning, of learning and as learning (iii) skills for mentoring and counseling the stakeholders

**PSO3. Ethics and Inclusiveness:** The Prospective School Teachers 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, (iii) a reasonable degree of professional ethics and (iv) ability to design teaching-learning environments for

value inculcation

**PS04.Critical and creative thinking:** The Prospective School Teachers 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 school education (ii) ability to pursue novel approaches in teaching-learning and establish new benchmarks for school and school education

**PS05.Communication:** The Prospective School Teachers 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 school

**PS06.Lifelong learning:** The Prospective School Teachers 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.

**PS07.Collaboration:** The Prospective School Teachers 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 Teacher

**PS08.Management and Leadership:** The Prospective School Teachers 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.

**PS09.Social Responsibility:** The Prospective School Teachers will demonstrate capacity of extending their understanding of social dynamics for designing need-based community- reach services

### **Objectives of B.Ed. Programme:**

The Bachelor of Education Programme is a professional course that prepares teachers for upper-primary up to senior secondary level. The objectives of B.Ed. programme are to provide a various input to student teachers that are following-

- Developing an understanding about teacher's in social and historical perspectives.
- Developing an understanding of classroom learners in respect to individual differences and learning process.
- Developing an understanding of school subjects with respect to their nature, content, methods, media and assessment.
- To develop basic competence in instructional skills, identifying and utilising resource materials within the school for the purpose of teaching.
- Developing the self-concept and self-esteem of the prospective teachers and empower them with some necessary skills so as to enhance their professional capacity for a balanced professional life.

**Duration of B.Ed. Programme:**

The B.Ed. 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 practicum and 90% for school internship (as per NCTE Regulation, 2014)

**Curriculum Framework:**

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

The B.Ed. curriculum shall comprise of five groups of courses as depicted below:

- |                  |                                     |   |
|------------------|-------------------------------------|---|
| <b>Group I</b>   | – Core Courses                      | : Courses in Group I 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.   |
| <b>Group II</b>  | – Pedagogy Courses                  | : Courses in Group II shall enable the prospective teachers become effective teachers. 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. |
| <b>Group III</b> | – Optional courses                  | : Courses in Group III shall provide choices to the prospective teachers to be acquainted with some key issues in school education.   |
| <b>Group IV</b>  | – Enhancing Professional Capacities | : The skill-oriented courses under the Group IV 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.   |
| <b>Group V</b>   | – Practicum &Engagement with Field  | : The Group V provides the prospective teachers a context of hands on experience to practice their professional skills in the real school situation 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**

<b>SEMESTER I</b>							
<b>GROUPS</b>	<b>COURSES</b>	<b>PAPER CODE</b>	<b>CREDITS</b>	<b>TOTAL MARKS</b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>MINIMUM PASS MARK</b>
<b>Group-I</b> Core courses	Childhood & growing up	EDBATT1	4	100	30	70	50
	Contemporary India & education	EDBATT2	4	100	30	70	50
<b>Group-II</b> Pedagogy courses	Understanding the discipline–A Physical Science Social Science	EDBATY1 EDBATY2	2	50	15	35	25
	Understanding the discipline–B Biology Mathematics English Hindi	EDBATY3 EDBATY4 EDBATY5 EDBATY6	2	50	15	35	25
<b>Group-III</b> Optional courses	Any one from – Value education OR Physical and health education OR Guidance and counselling	EDBATD1 EDBATD2 EDBATD3	2	50	15	35	25
	Any one Optional skill training from– Indian Sign language OR Communication through Braille	EDBAGL1 EDBAGL2	2	50	50		25
<b>Group –IV</b> Enhancing Professional Capacities courses	Teaching & Learning in Digital Age	EDBAGA1	2	50	50		25
<b>Group –V</b> Engagement with Field	School visit–I (Upper Primary to Higher Secondary)	EDBAEF1	2	50	50		25
<b>TOTAL</b>			<b>20</b>	<b>500</b>	<b>255</b>	<b>245</b>	<b>250</b>
<b>SEMESTER II</b>							
<b>GROUPS</b>	<b>COURSES</b>	<b>PAPER CODE</b>	<b>CREDITS</b>	<b>TOTAL MARKS</b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>MINIMUM PASS MARK</b>
<b>Group-I</b> Core courses	Learning and teaching	EDBBTT1	4	100	30	70	50
	Knowledge and curriculum	EDBBTT2	4	100	30	70	50
	Language across the curriculum	EDBBTT3	2	50	15	35	25
<b>Group-II</b> Pedagogy courses	Pedagogy–I (A) Physical Science Social Science	EDBBTY1 EDBBTY2	2	50	15	35	25
	Pedagogy–I (B) Biology Mathematics English Hindi	EDBBTY3 EDBBTY4 EDBBTY5 EDBBTY6	2	50	15	35	25
<b>Group –IV</b> Enhancing Professional Capacities courses	Drama & Art in Education	EDBBGA1	2	50	50		25
<b>Group –V</b> Engagement	School visit–II (Upper Primary to Higher Secondary)	EDBBEF1	2	50	50		25

with Field	Secondary)						
	Practicing teaching skills	EDBBGF2	4	100	100		50
<b>TOTAL</b>			<b>22</b>	<b>550</b>	<b>305</b>	<b>245</b>	<b>275</b>

**SEMESTER III**

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
<b>Group-I</b> Core courses	Assessment and evaluation	EDBCTT1	4	100	30	70	50
<b>Group-II</b> Pedagogy courses	Pedagogy-II (A) Physical Science Social Science	EDBCTY1 EDBCTY2	2	50	15	35	25
	Pedagogy-II (B) Biology Mathematics English Hindi	EDBCTY3 EDBCTY4 EDBCTY5 EDBCTY6	2	50	15	35	25
<b>Group -IV</b> Enhancing Professional Capacities courses	Reading & reflecting on text	EDBCGA1	2	50	50		25
<b>Group -V</b> Engagement with Field	Psychological testing	EDBCLF1	2	50	50		25
	School internship-I (Upper Primary to Higher Secondary)	EDBCEF2	8	200	200		100
	Teaching-I Teaching of Sub-I:(40 marks) Teaching of sub-II:(40 marks)						
	Teaching-II Teaching of sub-I:(60 marks) Teaching of sub-II:(60 marks)						
	<b>TOTAL</b>		<b>20</b>	<b>500</b>	<b>360</b>	<b>140</b>	<b>250</b>

**SEMESTER IV**

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
<b>Group-I</b> Core courses	School management & leadership	EDBDTT1	2	50	15	35	25
	Creating an inclusive school	EDBDTT2	2	50	15	35	25
	Gender, school and society	EDBDTT3	2	50	15	35	25
<b>Group-III</b> Optional courses	Any one from – Peace education Vocational & Work Education Legal education	EDBDTD1ED BDTD2 EDBDTD3	2	50	15	35	25
<b>Group –IV</b> Enhancing Professional Capacities courses	Understanding the self	EDBDGA1	2	50	50		25
<b>Group –V</b> Engagement with Field	School Internship-II (Upper Primary to Higher Secondary)	EDBDEF1	8	200	200		100
	Case Study/Individual Portfolio-25marks						
	School participation-25marks						

	Teaching and Subject assessment–50 marks						
	Action Research–25 marks						
	Administrative Work–25 marks						
	Conducting morning assembly & CCA–25marks						
	Preparation of TLM–25 marks						
	<b>TOTAL</b>		<b>18</b>	<b>450</b>	<b>310</b>	<b>140</b>	<b>225</b>
	<b>TOTAL CREDITS FOR TWO YEAR</b>		<b>80</b>	<b>2000</b>	<b>1230</b>	<b>770</b>	<b>1000</b>

**Flexibility Elements in the curriculum:**

As alternatives to some of the courses offered as above, 2 credits may be flexibly allowed to be earned from the MOOC programs approved by the UGC as available in the appropriate semester of program duration. The availability of buckets of courses shall be announced at the beginning of semester. The credits will be reflected in the final progress report of the candidates. The total credit required for the programme will not be disturbed.

**Value Added Courses:**

Students may earn at least 2 credits from a bucket of courses offered by the ONLINE courses/MOOCs approved by UGC within the total duration of the programme which shall be reflected at the final progress report of the candidates. The availability of the courses will be announced at the beginning of I and II semesters so that the students may take courses as per their choice in whichever semester as suitable to them. The credit of the value-added course taken by the students shall be extra to the requirement of the total minimum credits for the particular programme.

**Weightage of Evaluation:**

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

Group		Internal	External
Group I	–Core Courses	30%	70%
Group II	–Pedagogy Courses	30%	70%
Group III	–Optional Courses	30%	70%
Group IV	–Enhancing Professional Capacities courses	100%	
Group V	–School Internship& Field Experience	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

**Mapping of Curriculum in terms of Course outcomes, Programme Specific Outcomes and Programme Outcomes:**

COURSE_CODE	COURSE_NAME	CO	PSO.1	PSO.2	PSO.3	PSO.4	PSO.5	PSO.6	PSO.7	PSO.8	PSO.9	P0.1	P0.2	P0.3	P0.4	P0.5
EDBATT1	Childhood& growing up	CO.1	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0
		CO.2	2.0	1.0	2.0	3.0	1.0	1.0	2.0	1.0	3.0	3.0	1.0	2.0	1.0	2.0
		CO.3	2.0	1.0	2.0	2.0	1.0	3.0	1.0	2.0	1.0	3.0	2.0	2.0	3.0	2.0
		CO.4	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	1.0	2.0
		CO.5	3.0	1.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	1.0	3.0	2.0	3.0
			2.6	1.4	2.4	2.6	1.8	2.2	2.4	1.8	2.2	2.6	1.6	2.2	2.0	2.2

EDBATT2	Contemporary India &education	CO.1	3.0	3.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0
		CO.2	3.0	2.0	2.0	2.0	2.0	2.0	1.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0
		CO.3	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0
		CO.4	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0
		CO.5	3.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0
		CO.6	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	2.0	3.0
		CO.7	3.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	1.0	1.0	2.0
		3.0	2.6	2.4	2.4	2.3	2.4	1.9	2.4	2.6	3.0	2.4	2.1	2.1	2.4	
EDBATY1	Understanding the discipline–A: Physical Science	CO.1	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	0.0
		CO.2	3.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	0.0
		CO.3	3.0	0.0	0.0	3.0	1.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	0.0
		CO.4	3.0	3.0	1.0	0.0	2.0	1.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	0.0
		CO.5	3.0	3.0	2.0	2.0	1.0	1.0	0.0	0.0	1.0	3.0	1.0	1.0	1.0	0.0
		CO.6	3.0	2.0	0.0	1.0	2.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	0.0
		CO.7	3.0	2.0	2.0	0.0	0.0	1.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	0.0
		CO.8	3.0	3.0	0.0	3.0	1.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	0.0
		CO.9	3.0	3.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	0.0
		3.0	2.7	1.5	2.0	1.4	1.0	0.0	0.0	1.0	3.0	1.0	1.0	1.0	0.0	
EDBATY2	Understanding the discipline–A: Social Science	CO.1	3.0	1.0	1.0	2.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	3.0	0.0
		CO.2	3.0	2.0	1.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	1.0	0.0	3.0	1.0
		CO.3	1.0	3.0	2.0	1.0	1.0	0.0	0.0	1.0	2.0	2.0	2.0	0.0	3.0	1.0
		CO.4	3.0	0.0	0.0	3.0	0.0	1.0	0.0	0.0	0.0	3.0	2.0	2.0	3.0	2.0
		CO.5	2.0	3.0	1.0	3.0	2.0	2.0	0.0	0.0	0.0	2.0	1.0	3.0	3.0	2.0
		CO.6	3.0	3.0	2.0	1.0	2.0	1.0	0.0	1.0	1.0	3.0	3.0	1.0	2.0	2.0
		CO.7	1.0	3.0	3.0	2.0	2.0	2.0	0.0	1.0	2.0	3.0	2.0	0.0	3.0	2.0
		CO.8	3.0	3.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	2.0	2.0	2.0
		2.4	2.2	1.5	2.0	1.2	.87	.12	0.5	.75	2.3	1.6	1.0	2.7	1.5	
EDBATY3	Understanding the discipline–B: Biology	CO.1	3.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0
		CO.2	2.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0
		CO.3	3.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0
		CO.4	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0
		CO.5	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0
		CO.6	3.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0
		CO.7	2.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0
		2.4	2.6	2.7	2.7	2.9	2.6	2.6	2.4	2.9	2.7	2.4	2.3	3.0	2.9	
EDBATY4	Understanding the discipline–B: Mathematics	CO.1	3.0	2.0	2.0	1.0	3.0	1.0	2.0	2.0	2.0	3.0	2.0	1.0	1.0	2.0
		CO.2	2.0	3.0	3.0	2.0	2.0	3.0	3.0	1.0	3.0	1.0	2.0	2.0	2.0	3.0
		CO.3	1.0	2.0	1.0	3.0	2.0	3.0	3.0	2.0	3.0	1.0	1.0	3.0	1.0	3.0
		CO.4	1.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	1.0	2.0
		1.8	2.3	1.8	2.0	2.0	2.3	2.5	1.8	2.8	1.8	1.8	2.3	1.3	2.5	
EDBATY5	Understanding the discipline–B: English	CO.1	3.0	0.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0	3.0	2.0	2.0	2.0	1.0
		CO.2	2.0	1.0	2.0	3.0	2.0	1.0	0.0	0.0	0.0	2.0	2.0	1.0	2.0	2.0
		CO.3	2.0	2.0	1.0	3.0	1.0	1.0	0.0	0.0	0.0	2.0	2.0	1.0	2.0	1.0
		CO.4	2.0	1.0	1.0	2.0	2.0	2.0	0.0	0.0	0.0	1.0	1.0	2.0	2.0	1.0
		CO.5	2.0	1.0	1.0	1.0	3.0	2.0	0.0	0.0	0.0	1.0	0.0	1.0	2.0	1.0
		CO.6	0.0	0.0	0.0	0.0	1.0	2.0	0.0	0.0	0.0	2.0	1.0	1.0	2.0	2.0
		CO.7	2.0	3.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0
		CO.8	2.0	2.0	1.0	2.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0
		CO.9	2.0	3.0	1.0	2.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0
		CO.10	3.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0

			2.0	1.5	1.1	1.6	1.4	1.7	0.4	0.4	0.7	1.6	1.2	1.2	1.6	1.2
EDBATY6	Understanding the discipline-B: Hindi															
		CO.1	3.0	3.0	2.0	1.0	2.0	1.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
		CO.2	3.0	1.0	1.0	1.0	3.0	1.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0
		CO.3	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0
		CO.4	3.0	1.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	1.0	2.0
		CO.5	3.0	1.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0
			3.0	1.6	2.0	1.6	2.4	1.8	2.2	2.8	2.4	3.0	2.0	2.6	2.2	2.4
EDBATD1	Value education															
		CO.1	3.0	1.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0
		CO.2	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0
		CO.3	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0
		CO.4	2.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0
			2.8	2.0	2.8	2.3	2.0	2.0	2.0	2.3	2.5	2.3	2.8	2.5	2.3	2.5
EDBATD2	Physical and health education															
		CO.1	3.0	3.0	2.0	1.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	1.0	2.0	3.0
		CO.2	3.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	3.0	1.0	3.0	2.0	2.0
		CO.3	3.0	1.0	2.0	1.0	1.0	2.0	2.0	1.0	3.0	2.0	3.0	2.0	1.0	3.0
		CO.4	3.0	2.0	3.0	2.0	1.0	2.0	3.0	3.0	1.0	3.0	1.0	2.0	1.0	3.0
			3.0	2.0	2.3	1.5	1.8	1.8	2.3	2.3	2.0	2.8	1.8	2.0	1.5	2.8
EDBATD3	Guidance and counselling															
		CO.1	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0
		CO.2	3.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	1.0
		CO.3	2.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0
		CO.4	3.0	2.0	2.0	2.0	1.0	3.0	1.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0
		CO.5	3.0	2.0	3.0	2.0	2.0	2.0	1.0	1.0	2.0	3.0	2.0	3.0	3.0	2.0
			2.8	2.4	2.6	2.4	2.0	2.6	1.8	2.4	2.0	2.8	2.2	2.6	2.6	2.0
EDBAGL1	Indian Sign language															
		CO.1	3.0	3.0	1.0	2.0	3.0	1.0	0.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.2	3.0	3.0	1.0	2.0	3.0	1.0	0.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.3	3.0	3.0	1.0	2.0	3.0	1.0	0.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.4	3.0	3.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.5	3.0	3.0	1.0	2.0	3.0	3.0	1.0	1.0	1.0	3.0	3.0	2.0	2.0	3.0
			3.0	3.0	1.0	2.0	3.0	1.4	0.4	1.0	1.0	3.0	3.0	2.0	2.0	2.2
EDBAGL2	Communication through Braille															
		CO.1	3.0	3.0	1.0	2.0	3.0	1.0	0.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.2	3.0	3.0	1.0	2.0	3.0	1.0	0.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.3	3.0	3.0	1.0	2.0	3.0	1.0	0.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.4	3.0	3.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
		CO.5	3.0	3.0	1.0	2.0	3.0	3.0	1.0	1.0	1.0	3.0	3.0	2.0	2.0	3.0
			3.0	3.0	1.0	2.0	3.0	1.4	0.4	1.0	1.0	3.0	3.0	2.0	2.0	2.2
EDBAGA1	Teaching and learning in digital age															
		CO.1	3.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.2	2.0	3.0	1.0	1.0	1.0	0.0	0.0	1.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.3	3.0	3.0	2.0	3.0	1.0	1.0	1.0	2.0	1.0	3.0	1.0	2.0	2.0	1.0
		CO.4	3.0	3.0	2.0	3.0	1.0	0.0	1.0	2.0	1.0	3.0	2.0	2.0	3.0	1.0
		CO.5	3.0	3.0	2.0	3.0	1.0	0.0	1.0	2.0	1.0	3.0	2.0	2.0	3.0	1.0
			2.8	2.6	1.6	2.2	1.0	0.2	0.6	1.4	0.6	3.0	1.4	1.6	2.0	1.0
EDBAEF1	School visit-I (Upper Primary to Higher Secondary)															
		CO.1	3.0	0.0	0.0	2.0	0.0	0.0	0.0	2.0	0.0	3.0	2.0	0.0	0.0	0.0
		CO.2	3.0	1.0	3.0	0.0	1.0	0.0	2.0	3.0	0.0	3.0	1.0	1.0	2.0	2.0
		CO.3	3.0	3.0	3.0	3.0	2.0	0.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0
			3.0	2.0	3.0	2.5	1.5	0.0	2.5	2.7	3.0	3.0	1.7	1.5	2.0	2.0
		CO.1	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0

EDBBT1	Learning and teaching	CO.2	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0
		CO.3	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0
		CO.4	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0
		CO.5	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0
		CO.6	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0
			3.0	2.3	2.3	2.1	2.6	2.5	2.1	2.6	2.6	3.0	3.0	2.5	2.3	2.1
EDBBT2	Knowledge and curriculum															
		CO.1	3.0	0.0	1.0	1.0	3.0	2.0	0.0	0.0	0.0	3.0	2.0	0.0	2.0	2.0
		CO.2	3.0	0.0	1.0	2.0	1.0	1.0	0.0	1.0	0.0	3.0	2.0	0.0	2.0	2.0
		CO.3	3.0	0.0	2.0	3.0	0.0	1.0	0.0	1.0	0.0	3.0	1.0	2.0	2.0	1.0
		CO.4	3.0	3.0	2.0	3.0	2.0	0.0	0.0	2.0	0.0	3.0	2.0	2.0	2.0	2.0
			3.0	2.4	1.9	2.2	2.2	0.0	2.1	1.9	2.6	3.0	2.2	2.2	2.2	1.9
EDBBT3	Language across the curriculum															
		CO.1	3.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0
		CO.2	3.0	3.0	3.0	2.0	3.0	1.0	1.0	1.0	3.0	3.0	3.0	3.0	2.0	2.0
		CO.3	3.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0
		CO.4	3.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0
		CO.5	3.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0
		CO.6	2.0	3.0	3.0	3.0	3.0	2.0	1.0	1.0	3.0	2.0	3.0	3.0	2.0	2.0
			2.8	2.8	2.6	2.0	2.8	1.6	1.6	1.5	2.8	2.3	2.5	2.6	2.1	2.3
EDBBTY1	Pedagogy-I (A): Physical Science															
		CO.1	3.0	3.0	0.0	2.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		CO.2	3.0	3.0	0.0	2.0	1.0	0.0	0.0	1.0	0.0	3.0	2.0	1.0	1.0	1.0
		CO.3	3.0	3.0	2.0	2.0	1.0	0.0	0.0	0.0	0.0	3.0	2.0	1.0	1.0	1.0
		CO.4	3.0	3.0	2.0	1.0	1.0	0.0	0.0	1.0	0.0	3.0	2.0	1.0	3.0	1.0
		CO.5	3.0	3.0	0.0	1.0	0.0	0.0	0.0	1.0	0.0	3.0	1.0	1.0	1.0	1.0
		CO.6	3.0	3.0	2.0	2.0	1.0	0.0	0.0	1.0	1.0	3.0	1.0	2.0	2.0	1.0
		CO.7	3.0	3.0	1.0	2.0	1.0	0.0	0.0	0.0	0.0	3.0	2.0	1.0	2.0	1.0
		CO.8	3.0	3.0	2.0	2.0	2.0	1.0	1.0	1.0	0.0	3.0	3.0	3.0	3.0	1.0
			3.0	3.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	3.0	3.0	2.0	3.0	3.0
			3.0	3.0	1.7	1.6	1.2	1.2	1.0	1.0	1.0	3.0	2.0	1.5	2.0	1.3
EDBBTY2	Pedagogy-I(A): Social Science															
		CO1	3.0	2.0	3.0	2.0	3.0	1.0	1.0	1.0	1.0	3.0	1.0	2.0	2.0	2.0
		CO2	3.0	3.0	2.0	1.0	3.0	1.0	1.0	2.0	2.0	3.0	2.0	1.0	2.0	3.0
		CO3	3.0	1.0	2.0	2.0	3.0	1.0	1.0	2.0	1.0	3.0	2.0	1.0	2.0	3.0
		CO4	3.0	1.0	3.0	1.0	3.0	2.0	0.0	0.0	1.0	3.0	1.0	1.0	1.0	3.0
		CO5	3.0	2.0	2.0	1.0	2.0	0.0	0.0	2.0	1.0	3.0	1.0	2.0	2.0	3.0
		CO6	3.0	3.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0
		CO7	3.0	3.0	1.0	2.0	2.0	1.0	0.0	1.0	1.0	3.0	2.0	1.0	2.0	3.0
			3.0	3.0	1.0	2.0	2.0	0.0	2.0	2.0	3.0	3.0	2.0	1.0	2.0	3.0
			3.0	2.2	2.0	1.6	2.6	1.0	.75	1.5	1.5	3.0	1.6	1.3	1.9	2.9
EDBBTY3	Pedagogy-I(B): Biology															
		CO.1	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0
		CO.2	3.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0
		CO.3	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0
		CO.4	2.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0
			3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0
			2.8	2.9	2.4	2.4	2.4	2.2	2.9	2.5	2.3	2.9	2.5	2.4	2.6	2.6
EDBBTY4	Pedagogy-I(B); Mathematics															
		CO.1	2.0	3.0	3.0	3.0	2.0	1.0	1.0	2.0	3.0	2.0	2.0	3.0	1.0	2.0
		CO.2	2.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	1.0	1.0	2.0	2.0	2.0	2.0
		CO.3	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0
			3.0	1.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	1.0	2.0
			2.5	2.4	2.5	2.5	2.1	2.3	2.4	2.5	2.2	2.3	2.4	2.5	1.8	2.2
		CO.1	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	0.0	0.0	1.0	0.0

EDBBTY5	Pedagogy-I(B): English	CO.2	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0
		CO.3	3.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	1.0	1.0	0.0
		CO.4	3.0	3.0	2.0	0.0	0.0	1.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	3.0
		CO.5	3.0	3.0	0.0	2.0	3.0	3.0	0.0	0.0	0.0	2.0	1.0	0.0	0.0	3.0
		CO.6	1.0	3.0	2.0	2.0	3.0	1.0	1.0	1.0	1.0	2.0	1.0	0.0	0.0	0.0
			2.9	2.3	2.2	2.5	2.4	2.3	2.2	2.3	2.1	2.2	2.1	2.2	1.2	2.6
EDBBTY6	Pedagogy-I(B): Hindi															
		CO.1	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0
		CO.2	3.0	1.0	2.0	1.0	2.0	1.0	2.0	3.0	3.0	2.0	3.0	1.0	2.0	2.0
		CO.3	3.0	2.0	1.0	2.0	1.0	2.0	3.0	3.0	2.0	3.0	1.0	2.0	2.0	3.0
		CO.4	3.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	2.0	2.0	3.0
		CO.5	3.0	1.0	2.0	3.0	1.0	2.0	1.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0
		CO.6	3.0	1.0	1.0	2.0	3.0	1.0	2.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0
		CO.7	3.0	1.0	3.0	1.0	2.0	2.0	1.0	1.0	1.0	3.0	1.0	1.0	2.0	1.0
		CO.8	3.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0
CO-9	3.0	1.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0		
			3.0	1.3	1.9	1.9	2.0	1.8	2.0	1.8	1.9	3.0	1.6	1.6	2.1	2.3
EDBBGA1	Drama &Art in Education															
		CO.1	2.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0
		CO.2	2.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0
		CO.3	3.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.4	3.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.5	3.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0
		CO.6	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.7	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
		CO.8	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
			2.8	3.0	3.0	2.8	2.4	2.6	3.0	2.4	3.0	2.9	2.9	2.8	3.0	3.0
EDBBEF1	School visit- II(Upper Primary to Higher Secondary)															
		CO.1	3.0	3.0	2.0	1.0	3.0	1.0	2.0	2.0	0.0	3.0	3.0	0.0	0.0	1.0
		CO.2	2.0	3.0	1.0	2.0	3.0	2.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0
		CO.3	3.0	1.0	2.0	3.0	3.0	1.0	3.0	3.0	3.0	2.0	2.0	0.0	1.0	0.0
		CO.4	2.0	2.0	2.0	2.0	3.0	1.0	3.0	3.0	3.0	3.0	0.0	1.0	0.0	3.0
			2.7	2.6	2.3	2.3	2.9	1.9	2.6	2.7	3.0	2.8	2.5	2.4	2.5	2.6
EDBBGF2	Practicing teaching skills															
		CO.1	3.0	1.0	0.0	1.0	1.0	3.0	0.0	0.0	0.0	2.0	2.0	2.0	2.0	3.0
		CO.2	3.0	3.0	1.0	1.0	2.0	3.0	0.0	1.0	0.0	3.0	2.0	3.0	2.0	3.0
		CO.3	2.0	3.0	0.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0
			2.7	2.3	0.3	1.7	2.0	3.0	0.7	1.0	0.7	2.7	2.0	2.3	2.3	3.0
EDBCTT1	Assessment and evaluation															
		CO.1	3.0	3.0	1.0	3.0	2.0	0.0	0.0	0.0	1.0	3.0	2.0	1.0	1.0	2.0
		CO.2	3.0	3.0	1.0	3.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	1.0	2.0	2.0
		CO.3	3.0	3.0	1.0	3.0	2.0	1.0	1.0	1.0	1.0	3.0	2.0	1.0	2.0	2.0
		CO.4	3.0	3.0	1.0	3.0	2.0	1.0	1.0	2.0	1.0	3.0	2.0	1.0	2.0	2.0
			3.0	3.0	1.0	3.0	2.0	1.0	1.0	1.0	3.0	2.0	1.0	2.0	2.0	
			3.0	3.0	1.0	3.0	2.0	0.8	0.8	1.0	1.0	3.0	2.0	1.0	1.8	2.0
EDBCTY1	Pedagogy-II(A): Physical Science															
		CO.1	3.0	1.0	0.0	2.0	1.0	0.0	0.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.2	3.0	1.0	0.0	2.0	0.0	0.0	0.0	2.0	0.0	3.0	1.0	1.0	2.0	1.0
		CO.3	3.0	1.0	2.0	3.0	1.0	0.0	1.0	2.0	1.0	3.0	2.0	1.0	1.0	1.0
		CO.4	3.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.5	3.0	2.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.6	3.0	3.0	1.0	2.0	1.0	0.0	1.0	2.0	1.0	3.0	1.0	1.0	1.0	1.0
		CO.7	3.0	3.0	1.0	2.0	0.0	1.0	1.0	2.0	1.0	3.0	1.0	2.0	1.0	1.0
			3.0	3.0	3.0	3.0	1.0	0.0	0.0	2.0	1.0	3.0	1.0	1.0	1.0	
			3.0	2.0	1.5	2.0	1.2	1.0	1.0	1.6	1.0	3.0	1.1	1.1	1.1	1.0

EDBCTY2	Pedagogy-II(A): Social Science	CO.1	3.0	3.0	1.0	1.0	1.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	1.0
		CO.2	2.0	3.0	1.0	0.0	1.0	0.0	1.0	0.0	0.0	3.0	0.0	1.0	2.0
		CO.3	3.0	3.0	2.0	1.0	0.0	0.0	1.0	1.0	0.0	3.0	0.0	1.0	2.0
		CO.4	3.0	3.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	0.0	0.0	2.0
		CO.5	3.0	3.0	3.0	0.0	2.0	0.0	0.0	1.0	0.0	3.0	0.0	1.0	2.0
			2.8	3.0	1.8	1.0	1.3	3.0	1.7	1.7	2.0	3.0	3.0	1.5	1.6
EDBCTY3	Pedagogy-II(B): Biology														
		CO.1	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0
		CO.2	3.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0
		CO.3	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0
		CO.4	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0
		CO.5	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0
		CO.6	3.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0
		CO.7	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0
			3.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0
			3.0	2.4	2.8	2.5	2.6	2.5	2.5	2.6	2.6	2.6	2.8	2.6	2.9
EDBCTY4	Pedagogy-II(B): Mathematics														
		CO.1	2.0	3.0	3.0	3.0	2.0	1.0	1.0	2.0	3.0	3.0	1.0	1.0	1.0
		CO.2	2.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	1.0	3.0	2.0	1.0	1.0
		CO.3	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	1.0	3.0	2.0	1.0	1.0
		CO.4	3.0	1.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	1.0	1.0	1.0
			2.5	2.0	2.5	2.5	1.8	2.3	2.0	2.3	1.8	3.0	1.5	1.0	1.0
EDBCTY5	Pedagogy-II(B): English														
		CO.1	3.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0
		CO.2	2.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0
		CO.3	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0
		CO.4	2.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0
			2.2	2.6	2.4	3.0	2.0	2.2	2.6	2.2	2.6	2.0	2.6	2.4	2.4
EDBCTY6	Pedagogy-II(B): Hindi														
		CO.1	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	1.0
		CO.2	3.0	1.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	3.0	1.0	2.0	3.0
		CO.3	3.0	2.0	2.0	1.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	1.0
		CO.4	3.0	2.0	3.0	3.0	3.0	1.0	1.0	1.0	3.0	3.0	2.0	2.0	2.0
			3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0
			3.0	1.8	2.4	2.2	2.6	2.0	2.2	1.8	2.2	3.0	2.0	2.2	2.2
EDBCGA1	Reading & reflecting on text														
		CO.1	2.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	2.0	3.0
		CO.2	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0
		CO.3	3.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0
		CO.4	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0
			2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0
			2.4	2.6	2.8	2.8	2.2	2.6	2.0	2.6	2.6	2.2	2.4	2.0	2.4
EDBCLF1	Psychological testing														
		CO.1	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	2.0	3.0	3.0	2.0
		CO.2	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	2.0	3.0	2.0
		CO.3	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	3.0	2.0
			3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	2.3	2.3	3.0	2.0
EDBCEF2	School internship-I (Upper Primary to Higher Secondary)														
		CO.1	3.0	2.0	2.0	0.0	2.0	0.0	0.0	0.0	0.0	3.0	2.0	0.0	1.0
		CO.2	3.0	2.0	1.0	3.0	1.0	0.0	0.0	0.0	0.0	3.0	2.0	0.0	1.0
		CO.3	3.0	2.0	3.0	3.0	3.0	0.0	0.0	2.0	0.0	3.0	3.0	1.0	2.0
		CO.4	3.0	2.0	0.0	2.0	1.0	0.0	2.0	2.0	0.0	3.0	3.0	0.0	2.0
			3.0	2.0	2.0	2.7	1.8	0.0	2.0	2.0	0.0	3.0	2.5	1.0	1.5
		CO.1	3.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0	1.0	3.0	2.0	2.0	2.0



EDBDTT1	School management & leadership	CO.2	2.0	3.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	3.0	1.0	2.0
		CO.3	3.0	2.0	3.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	3.0	2.0	3.0	1.0
		CO.4	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
		CO.5	2.0	2.0	2.0	3.0	1.0	2.0	1.0	1.0	2.0	2.0	3.0	3.0	2.0	2.0
		CO.6	3.0	3.0	3.0	2.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0
		CO.7	1.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	1.0	3.0	2.0	3.0	2.0	1.0
		CO.8	2.0	3.0	3.0	1.0	2.0	3.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0
		CO.9	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	3.0	3.0	3.0	2.0	2.0
		CO.10	3.0	3.0	3.0	3.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	2.0	1.0
			2.3	2.5	2.5	2.2	1.6	1.8	1.6	1.5	1.5	2.3	2.3	2.4	2.0	1.7
EDBDTT2	Creating an inclusive school	CO.1	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
		CO.2	2.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0
		CO.3	2.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0
		CO.4	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0
		CO.5	3.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0
			2.6	2.0	2.6	2.6	2.0	2.2	2.6	2.6	2.0	2.6	2.4	2.2	2.6	2.2
EDBDTT3	Gender, school and society	CO.1	3.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	3.0	2.0	2.0	2.0	1.0
		CO.2	3.0	1.0	3.0	1.0	2.0	3.0	3.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0
		CO.3	3.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	2.0	1.0	1.0
		CO.4	3.0	3.0	2.0	1.0	3.0	2.0	2.0	1.0	1.0	3.0	2.0	2.0	3.0	2.0
		CO.5	2.0	2.0	3.0	1.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0	3.0	2.0	1.0
		CO.6	2.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	1.0
		CO.7	1.0	1.0	2.0	1.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	1.0
		CO.8	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0
			2.4	1.9	2.3	1.4	2.1	2.3	2.3	1.5	1.6	2.3	2.4	2.3	1.9	1.4
EDBDTD1	Peace education	CO.1	3.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0
		CO.2	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0
		CO.3	2.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0
		CO.4	3.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0
		CO.5	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0
			2.8	2.4	2.2	2.6	2.6	2.4	2.6	2.8	2.0	2.6	2.4	2.6	2.8	2.0
EDBDTD2	Vocational & Work Education	CO.1	3.0	1.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	1.0	1.0	2.0	3.0
		CO.2	3.0	2.0	2.0	2.0	3.0	1.0	2.0	3.0	2.0	2.0	2.0	1.0	2.0	1.0
		CO.3	3.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	1.0	3.0	3.0	2.0	3.0	2.0
		CO.4	3.0	1.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	3.0	2.0	2.0
			3.0	1.8	2.0	2.3	2.5	2.0	2.0	2.3	2.0	2.5	2.0	1.8	2.3	2.0
EDBDTD3	Legal education	CO.1	3.0	1.0	3.0	2.0	2.0	2.0	0.0	1.0	2.0	3.0	3.0	1.0	2.0	1.0
		CO.2	3.0	1.0	3.0	3.0	2.0	0.0	0.0	1.0	2.0	3.0	3.0	1.0	1.0	1.0
		CO.3	3.0	2.0	3.0	3.0	2.0	0.0	0.0	1.0	2.0	3.0	3.0	1.0	2.0	1.0
		CO.4	3.0	2.0	3.0	3.0	2.0	0.0	0.0	1.0	2.0	3.0	3.0	2.0	1.0	1.0
		CO.5	3.0	3.0	3.0	3.0	2.0	0.0	1.0	1.0	2.0	3.0	3.0	2.0	2.0	1.0
			3.0	1.8	3.0	2.8	2.0	0.4	0.2	1.0	2.0	3.0	3.0	1.4	1.6	1.0
EDBDGA1	Understanding the self	CO.1	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	2.0	3.0	3.0	3.0	2.0
		CO.2	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	2.0	3.0	3.0	2.0
		CO.3	3.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	3.0	3.0	2.0
		CO.4	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0
			3.0	3.0	2.2	2.7	0.5	0.6	0.5	0.6	0.5	2.5	2.5	2.7	3.0	2.2
	School	CO.1	3.0	2.0	2.0	3.0	1.0	3.0	0.0	0.0	0.0	2.0	1.0	1.0	0.0	1.0
		CO.2	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	1.0	3.0	3.0	2.0	2.0

EDBDEF1	internship-II (Upper Primary to Higher Secondary)	CO.3	3.0	3.0	1.0	3.0	1.0	3.0	1.0	1.0	0.0	1.0	1.0	2.0	0.0	1.0
		CO.4	2.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
			2.8	2.8	2.0	3.0	2.0	3.0	1.8	1.8	1.5	1.8	2.0	2.3	1.3	1.8
EDBAMDT1	GENDER AND SOCITY MDC (Multidisciplinary Course)	CO.1	0	0	0	0	2.0	3.0	2.0	1.0	2.0	3.0	3.0	2.0	2.0	3.0
		CO.2	0	0	0	0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0
		CO.3	0	0	0	0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0
		CO.4	0	0	0	0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0
		CO.5	0	0	0	0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	2.0
		CO.6	0	0	0	0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0
		CO.7	0	0	0	0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
		CO.8	0	0	0	0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0
		CO.9	0	0	0	0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
		CO.10	0	0	0	0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0
			0	0	0	0	2.2	2.5	2.5	2.5	2.2	2.9	2.6	2.7	2.1	2.8
EDBAVAT1	PEACE EDUCATION (Value Added Course)	CO.1	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0
		CO.2	2.0	2.0	3.0	3.0	1.0	2.0	2.0	1.0	3.0	3.0	3.0	2.0	3.0	2.0
		CO.3	2.0	3.0	3.0	3.0	1.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0
		CO.4	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0
		CO.5	2.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0
			2.2	2.6	3.0	2.8	1.8	2.8	2.6	1.8	2.8	2.8	2.4	2.2	2.8	2.2

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**COURSE EDBATT1: CHILDHOOD & GROWING UP**

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**COURSE OUTCOME**

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

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

- CO 1.** explain various aspects of child development and factors affecting it
- CO 2.** generate suitable environment helping students to develop a positive identity and realistic self-concept
- CO 3.** differentiate critically on the issues of gender and marginalization in development of sense of identity
- CO 4.** interpret how gender caste and social class may impact the lived experience of children.
- CO 5.** demonstrate knowledge of different perspectives in the area of education of children with disabilities

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**UNIT I: CONCEPT OF CHILD DEVELOPMENT**

- Child Development: Meaning, nature; Principles of development
- Heredity: Meaning, and its role in development.
- Environment: Physical, Social – Family, School, Community (Neighborhood) and their role in Child development. Impact of urbanization and economic conditions
- Role of heredity and environment in individual differences

**UNIT II: DEVELOPMENT: VARIOUS DIMENSIONS**

- Physically and cognitively developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Jean Piaget and Bruner), challenges to the school learners
- Emotionally and socially developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Erickson, Bandura and Kohlberg), challenges to the school learners

**UNIT III: DEVELOPMENT OF SELF AND IDENTITY: VARIOUS ISSUES**

- Fully functional self (referring Maslow and Rogers), self-concept and identity; education for self-realization
- Gender and identity, Sense of identity among socially disadvantaged and marginalized groups, Role of stereotyping,
- Understanding adolescent learners: characteristics, problems and concerns, need of counseling

**UNIT IV: ISSUES IN DEVELOPMENT OF THOUGHT AND ABILITIES**

- Development of language and thought, role of culture and social context
- Multiple abilities: multiple intelligence; supporting gifted and slow learners
- Inclusive Education: Process of inclusion and issues across disabilities

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Process of inclusion: Concerns and issues across disabilities

**ENGAGEMENT/PRACTICUM:**

- Presentation on effect of environment on education from Government reports
- Data based Presentation (oral/written) on education in relation to gender identity and gender sensitivity
- Data based Presentation (oral/written) on the problems of adolescent learners in India

- Study of the tools of measuring multiple abilities and Self Concept
- Presentation (oral/written) on the Counselling services given by CBSE and schools

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**MODE OF TRANSACTION:** Lectures, discussion, video clips, Group Presentation

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**Suggested Reading/Learning Reference-**

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- Agarwal, Kanika (1991). *Mother Craft and Child Development*, Rajeev Publication, Meerut.
- Aswal G.S. (2009). *Field Educational Psychology*, VaniPrakashan, Patna
- Elizabeth B. Hurlock (1997) *Child Development (VI Ed.)*. Tata Mcgrow Hilt Publishing Company Limited, Noida.
- Mishra, R.C. (2005). *Early Childhood Education Today*, Prentice Hall Publisher.
- Mishra, Bhawna (1999). *Education and child Development*. Mohit Publications, New Delhi
- Kumar R.(2009): *Child Development (VOLI,II)*APH Publishing Corporation, New Delhi.
- Pandey Ram Shakal (2007). *Education Psychology*, Surya Publication, Meerut
- Sharma, Kamlesh, *ManavBikas*, syar publication, Agra.
- Woolfolk, A. Misra, G. Jha, A. (2012), *Fundamental Educational Psychology*, Delhi: Pearsons
- [https://www.education.gov.in/shikshakparv/docs/Anita\\_Julka.pdf](https://www.education.gov.in/shikshakparv/docs/Anita_Julka.pdf)
- YouTube Channel/ Moocs/OER
- Books- Disability Inclusion and Inclusive Education-Sujata Chhenat
- Creating An Inclusive School -S.K. Mangal

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## **COURSEDBATT2: CONTEMPORARY INDIA AND EDUCATION**

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### **COURSE OUTCOME**

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

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

- CO 1.** Interpret the meaning of CIE
- CO 2.** Construct understanding about the Nature of CIE
- CO 3.** Develop understanding about the nature of different disciplines under CIE
- CO 4.** Construct CIE curriculum
- CO 5.** Develop and apply concepts, generalization and hypothesis
- CO 6.** Connect CIE teaching with life outside class
- CO 7.** Became aware of the social responsibilities of a CIE Structure

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### **UNIT I: UNDERSTANDING EDUCATION**

- Meaning and the nature of Education
- Types of education and their relevance
- Different Aims of Education
- Evolution aims of education in India
- Determinants of Education system in India (Mainly on Aims, Methods, Curriculum etc.)

### **UNIT II: THE INDIAN SOCIETY AND THE CLASSROOM**

- Nature of Indian Society: its effect on the process of education
- Social Stratification (Meaning, Forms, Bases, Impact of education and on education)
- Socialization of children in India and role of different agencies (school, teachers, family, religion, community)
- Social Discrimination, Social Exclusion and Exploitation, Social and cultural capital

### **UNIT III: INDIAN CONSTITUTION AND THE EDUCATIONAL CONCERNS AFTER INDEPENDENT**

- The British education system and The National Education movement
- The Indian constitution and Education
- Education for National Development: Mudaliar and Kothari Commission on Education
- The New Education Policy 1986

### **UNIT IV: MODERN EDUCATIONAL DEBATES IN INDIA**

- Development of Scheduled Tribe/Scheduled Caste and Education
- Development of Women and Education
- Universalization v/s Quality of education
- PPP and Privatization of education: Meaning and its Impact
- Uniformity of structure of education, curriculum, language, schools (common school)

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

- Field based surveys of status of marginalized social groups like SC, ST, migrant workers, rural and urban poor, etc. and their educational prospects.
- Surveys of study condition of different kinds of schools and teachers and other staff working in them
- Status report of a village of Bilaspur
- Comparative report of learning style of students from different communities
- Ethnographic profiling of some communities of India

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**MODE OF TRANSACTION:** Lecture cum demonstration, project, and observation

**Suggested Reading/Learning References:**

- AzimPremjiFoundationthe Social Context of Elementary Education in Rural India, AzimPremji Foundation, Bangalore, 2004
- Danda, A. K. [edit.] Chhattisgarh: An Area Study, Calcutta 1977. Anthropological Survey of India.
- Danda, A. K. [edit.] Tribal Situation in Northeast Surguja. Anthropological Survey of India, Calcutta 1977
- Dubey, S.C. Indian Society (Also available in Hindi) NBT, Delhi
- F. Haimendorf Tribes in India, OUP
- Govinda, R. Who Goes to School? OUP, New Delhi, 2010
- Govt. of India Education policy documents and Commission Reports (Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992, NCF 2005 etc.)
- Jha, P Withering commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms, EPW, Aug 2005
- Naik, JP & Nurullah, SA Students' History of Education in India, Macmillan (available in Hindi)
- Nambissan, G. Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF, 2009
- NCERT Position Paper of Focus Group on Education of SC and STs, NCERT, New Delhi
- NCERT Sociology, (Text books for class XI and XII) NCERT, New Delhi
- Russel & Hiralal Tribes and Castes of CP & Berar
- Thorat, S. Dalits in India, 2009
- Veerbhadra Naika, P. et al 'The Education Question' from the Perspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore 2011
- World Bank Poverty and Social Exclusion in India, World Bank, 2011
- Films & Documentaries
  - Shyam Benegal, Making of the Constitution (12 parts)
  - Shyam Benegal, Bharat Ek Khoj (relevant parts on National movement)
  - India Untouched.
  - Buddha Weeps at Jadugoda

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**COURSE EDBATY1: UNDERSTANDING THE DISCIPLINE–A: PHYSICAL SCIENCE**

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**COURSE OUTCOMES:**

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

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

- CO 1.** explain the nature of science and its structure as a discipline and area of knowledge
  - CO 2.** trace the nature of science education and its changing nature across time
  - CO 3.** critically analyze the epistemological relation of science with other disciplines and with the society
  - CO 4.** elaborate and frame various aims of teaching Physical Science in schools of modern India
  - CO 5.** identify & include objectives of teaching Physical Science to meet existing challenges in Indian context
  - CO 6.** compare the processes of instruction, teaching and learning in the context of science
  - CO 7.** identify the course of teaching paradigms from content centered to learner centered approaches
  - CO 8.** identify and incorporate the unifying concepts of Physical Science in the context of classroom teaching
  - CO 9.** integrate the understanding of content knowledge of Physical science with pedagogy and technology
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**UNIT I: NATURE OF SCIENCE & PHYSICAL SCIENCE**

- Nature of science: Product and process nature, Interdisciplinary nature of Science
- Epistemological differences and Relation among Science, Social Science and Humanities
- Structure of knowledge of science: Fact, concept, principle, theory and law; assumption and hypothesis; generalizations;

**UNIT II: PHYSICAL SCIENCE AS A SCHOOL SUBJECT**

- Physical Science as a Discipline and as a School Subject: meaning and major elements
- Rationale of placing Physical Science in School Curriculum
- Broad aims of teaching Physical science in schools at different levels
- Specific challenges or Goals of teaching Physical Science in the context of modern Indian Society (including need for Scientific literacy, aptitude, scientific communication, democratic values, etc.)

**UNIT III: SCIENCE LEARNING AND TEACHING**

- Meaning of teaching, instruction, learning
- Science learning as 'given' and 'constructed'
- Paradigm shifts in teaching science across time
- Relating Science, Technology, Society and learners' real life

**UNIT IV: KNOWLEDGE STRUCTURE OF PHYSICAL SCIENCE**

- Revisiting the big ideas or Unifying concepts of physical science: system, order and organization, evidence, model and explanation, change, constancy and measurement, scale, form and function, evolution and equilibrium, causality
  - Concept of Matter, energy, force, motion
  - Knowledge of content, pedagogical content and technology and implications of TPCK in teaching physical science
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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Critical Study of aims of teaching science in school curricula of various nations/states/boards for comparative analysis

- Analysis of content areas and framing objectives for promotion of Scientific literacy, aptitude, scientific communication, democratic values, and for eradicating superstitions and myths
  - Analysis of content to find scope of relating Science, Technology, Society and learners' real life
  - Identification of unifying concepts in any theme of physical science
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**MODE OF TRANSACTION:** Lectures, Video clips, Discussion, Small group activity/projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

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**Suggested Reading/Learning References:**

- Abell, Sandra K. & Lederman, Norman G. (2007) Handbook of Research on Science Education, Volume 1, Psychology Press,
- Angela Di Michele Lalor (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
- Braund, Martin. (2012). Performing Science: Teaching physics, chemistry and biology through drama.
- Das, R.C. (2007) *Science Teaching in Schools*. New Delhi: Sterling Publishers Private Limited.
- Department of Gender Studies, NCERT () Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan: An Overall Report
- Driver, R., Squires, A., Rush worth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: Rutledge Palmer.
- Eilam, B. & Gilbert, John K. (Eds.) (2014) Science Teachers' Use of Visual Representations. Switzerland: Springer International Publishing
- Gibbs, K. (2011) The New Resourceful Physics Teacher: Creative Ideas and Experiments for Physics Teaching, Schoolphysics Publications
- Gupta, A. (1978) New UNESCO source book for science teaching. New Delhi: Oxford & IBH Publishing house. <http://www.arvindguptatoys.com/arvindgupta/unesco-source-new.pdf>
- Heywood, D. & Parker, J. (2010) The Pedagogy of Physical Science (Contemporary Trends and Issues in Science Education) Springer
- Kalra, R. M. (2008) Science Education for Teacher Trainees and In-service Teachers: Learning to Learn Modern Science, New Delhi: PHI Learning Pvt. Ltd.,
- Kerkhoven, A.H., Russo, P. Land-Zandstra, A.M., Saxena, A and Rodenburg, F. J. (2016) Gender Stereotypes in Science Education Resources: A Visual Content Analysis. PLoS One. 11(11). doi: 10.1371/journal.pone.0165037
- Lagu, R. G. (Eds.) (2007) Experiments are fun, Oxford University Press.
- Lagu, R. G. (Eds.) (2009) How and why in Science: Senior series Book 2, Oxford University Press
- Lalor, Angela Di, M. (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
- Lattery, M. J. (2016) Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning (Science & Engineering Education Sources), Charlotte NC: Information Age Publishing
- Liu, X. (2010) Essentials of Science Classroom Assessment: SAGE Publications, 2010
- Mangal, S. K. (2019) *Pedagogy of Physical science*, New Delhi: Arya Book Depot
- Mishra, K. K. (2004) Vigyan: MaanavkiiYashogatha, the Hindi version of Science:" A Human Saga" , Mumbai: HBCSE (TIFR)



- Mishra, K. K. (2006) Lok-Vigyan: SamakaleenShaikshikRachanayen, HBCSE (TIFR), 152pp.
- Mohan, Radha, (2019) *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research & Training (2013), Pedagogy of Science: Physical science (Part-I & II) – Textbook of B.Ed., New Delhi: NCERT, [http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy\\_sci\\_partI.pdf](http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf)
- National Council of Educational Research & Training NCERT (2006) National Curriculum Framework: 2005, New Delhi: NCERT
- National Council of Educational Research & Training NCERT, (2005). Position Paper: National Focus Group on Teaching Science, NCERT: New Delhi
- National Council of Educational Research & Training NCERT, (2006) Position Paper: National Focus Group on Exam Reforms, New Delhi: NCERT. [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/examination\\_reforms.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf)
- National Council of Educational Research & Training NCERT, (2006) Position Paper: National Focus Group on Teaching of Science, New Delhi: NCERT [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/executive\\_summary.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/executive_summary.pdf)
- National Research Council. (1997) *Science Teaching Reconsidered: A Handbook*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/5287>
- Neidorf, T. (2019) Student Misconceptions and Errors in Physics and Mathematics. Springer Nature ISBN 3030301885, 9783030301880
- Osborne, J.& Dillon, J. (Eds.) (2010). Good practice in science teaching: What research has to say, Philadelphia: Open University Press
- Park, Y. (2004) Teaching and Learning of Physics in Cultural Contexts: Proceedings of the International Conference on Physics Education in Cultural Contexts :Cheongwon, South Korea, 13-17 August 2001, Korea: World Scientific
- Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory. New York: Continuum. pp. 1-12.
- Rogers, B. (2018) The Big Ideas in Physics and How to Teach Them: Teaching Physics 11–18. Routledge,
- Ronen, I. (2018) Misconceptions in Science Education: Help Me Understand, Cambridge Scholars Publishing,
- Science curriculum resource handbook: a practical guide for K-12 science, Kraus International Publications, 1992 NCE curriculum
- Sharma, R.C. (2013). Modern Science Teaching. Dhanpat Rai Publishing Company Ltd. New Delhi, pp.168-250
- Sunal, D.W. (2019) Physics Teaching and Learning: Challenging the Paradigm, Charlotte NC: Information Age Publishing
- Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
- Trostli, R. (1995) Physics is Fun: A Sourcebook for Teachers Spiral-bound – Import, Octavo Editions
- Turner, T. & Dimatea, W. (1998) Learning to Teach Science in Secondary School, Routledge Publication, USA.
- UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
- UNESCO (2015) UNESCO SCIENCE REPORT: Towards 2030, Paris: UNESCO Publishing
- UNESCO (December 2010) Guidelines for textbook review and analysis from a gender perspective. Geneva: UNESCO Publishing. <https://docs.iiep.unesco.org/peic/2748.pdf>
- UNESCO Institute for Statistics. (2015) Women in Science. Available: <http://www.uis.unesco.org/ScienceTechnology/Documents/fs34-2015-women%20in%20science-en.pdf>

- Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers.
- Wellington, J. & Osborne, J. (2001) Language and literacy in science education. Philadelphia: Open University Press
- Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge
- Yadav, M.S. (2002) Teaching of Science, Amol Publications.
- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- [http://cbseacademic.nic.in/web\\_material/CurriculumMain20/SrSecondary/Physics.pdf](http://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Physics.pdf)
- <https://www.youtube.com/watch?v=wcf0pZzUjEs>
- <https://www.youtube.com/watch?v=rLJ16LQ2t5c>
- <https://www.youtube.com/watch?v=MYuh5yErdFA>
- <https://www.youtube.com/watch?v=FbaXQ8u6IP8>[http://phys205.physics.tamu.edu/WebPageDocuments/Article\\_UsingInquiry.pdf](http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf)
- [http://sbcf.fr/docs/The\\_Teaching\\_of\\_Science-Ch\\_7\\_march2011-Bybee.pdf](http://sbcf.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf)
- <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
- <https://www.youtube.com/watch?v=5gdSZorjKSQ>
- <https://www.youtube.com/watch?v=4-1JvVCWtIg>
- <https://www.youtube.com/watch?v=BnlCQ45f7KM>
- <http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>

**COURSE EDBATY2: UNDERSTANDING THE DISCIPLINE–A: SOCIAL SCIENCE**

**COURSE OUTCOMES:**

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

B. Ed. first semester students will be able to:

CO1: understand the concept of social science

CO2: establish History, Geography, Political Science, Economics etc. as social science

CO3: identify misconception and devise means to address pre-conceptions about social science

CO4: evaluate the aims and objectives of social science education

CO5: understand the nature of concepts, facts, generalization of social science

CO6: develop strategy to teach concepts and generalization of social science

CO7: get an insight into the nature of social science curriculum and its pedagogical issues

CO8: derive content for social science curriculum

**UNIT-I UNDERSTANDING THE CONCEPT: SOCIAL SCIENCES**

- Overview of the Concept and Nature of Disciplines of Social Science: History, Geography, Political Science and Economics etc.
- Concept of Social Science and Social Studies
- Nature of Social Science

**UNIT-II UNDERSTANDING PEDAGOGIC PRACTICES IN THE SCHOOL**

- Pre-conceptions about Social Science
- Aims of Teaching Social Science in the school
- Approaches to Teaching Social Science
- Pedagogic Practices in Social Science

**UNIT-III UNDERSTANDING, DEVELOPING AND APPLYING CONCEPTS AND GENERALISATION**

- Concepts in the Social Science
- Methods of Teaching Concepts in Social Science
- Facts and Generalizations in the Social Science Curriculum
- Approaches in Teaching Generalization in Social Science

**UNIT-IV UNDERSTANDING SOCIAL SCIENCE CURRICULUM**

- Nature of Social Science Curriculum
- The Present Concerns in Social Science Curriculum (Developing Social Concern in a Globally and Culturally Diverse World: Nationalism, Internationalism, Marginalization, Diversity, Violence, Environmental Problems etc.)
- Challenges in the development of Social Science Curriculum
- Approaches in the construction of social science curriculum

**PRACTICUM-**

- Students will critically analyze the current social studies book at secondary level.
- Field Trip (Historical Places)
- Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized
- Establishment and Enrichment of Social Science Resource Centre

**MODE OF TRANSACTION:** lectures, discussion, small group activity

**Suggested Reading:**

- Batra, P. (2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications
- Beal, C. and Bolick, C. M. (2013). Teaching Social Studies in Middle and Secondary Schools. Pearson Education, Inc. New York
- Bining, A. C. and Bining, D. H. (1941): Teaching of Social Studies in Secondary School, McGraw Hill Book co.
- Farris, P. J. (2015). Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach. Waveland Press, Inc. Long Grove
- Forrester, I. F. (1956). Introduction Social Studies, Orient Longman, Bombay.

- Gallanvan& Kottler, Ellen (2008), Secrets to success for social studies teachers. Crowing Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
- Haydn, T.; Arthur, J. and Hunt, M. (2002), Learning to Teach History in the secondary school: A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Hollis, M. (2011). The Philosophy Social Science: An introduction. Cambridge University Press
- Hunt, L. E. Maurice, P. & Metcalf, (1955). Teaching High School Social Studies. Harper & Row
- Jarvie, I. C. and Bonilla, J. Z. (eds). (2011). The SAGE Handbook of The Philosophy of Social Sciences. Sage Publications Ltd
- Kochar, S. K. (2000). The Teaching of Social Studies, Sterling Publishers, Delhi.
- Martorella, P. H. (1994). Social Studies for Elementary School Children: Developing Young Citizens. Macmillan College Publishing Company.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International S Science Journal (vol.44)
- Misra, S. and Ranjan, A. (2012). Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within, Pearson, New Delhi
- NCERT (2005): National Curriculum Frame work 2005, NCERT, New Delhi.
- NCERT (2005): Position Paper National Focus Group on Teaching of Social Sciences. NCERT, New Delhi.
- Rosenberg, A. (2016). Philosophy of Social Science. Westview Press
- Singer, A. J. (2003) Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. Lawrence Erlbaum Associates, Inc
- UNESCO-World Social Science Report (2013)

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**COURSE EDBATY3:UNDERSTANDING THE DISCIPLINE–B: BIOLOGY**

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**COURSE OUTCOMES**

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

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

- CO 1.** Appreciate that biological science is a dynamic and expanding body of knowledge.
- CO 2.** Identify and relate everyday experiences with learning biological science; integrate the biological science knowledge with other school subjects.
- CO 3.** Recognize the different professions and scope of biology.
- CO 4.** Analyze the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues.
- CO 5.** Examine different pedagogical issues in learning biological science.
- CO 6.** Develop ability to use biological science concepts in daily life
- CO7-** Stimulate creativity and inventiveness in the area of biological science

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**UNIT 1: UNDERSTANDING BIOLOGY**

- Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning teaching -learning experiences
- Biology as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; understanding scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization.
- History of biological science; (brief) Contributions of eminent scientist in biology\*

**UNIT2: BRANCHES OF BIOLOGICAL SCIENCES AND THEIR SCOPE**

- Biological Science for environment, health, peace and development.(importance of Biology in daily life)
- \*Branches/professions in the area of biological sciences
- Biology as a subject satisfying various needs:(Vocational needs, social needs, Educational needs and future needs)

**UNIT 3: BIOLOGY THE SCIENCE OF LIFE**

- Principles of biology
- Foundations of modern biology, cell theory, evolution, genetics, homeostasis, etc.
- Problem solving relating to biological sciences.
- \* Path tracking landmarks in biology

**UNIT 4: BIOLOGY AND SOCIETY**

- Place of biology in school curriculum, correlation of Biology with other subjects.
- \* Interdependence of science, technology and society
- Stimulation of creativity and inventiveness in the area of biological science among learners

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**MODE OF TRANSACTION:** Lecture, Discussion, power point presentations, field visits

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**PRACTICUM**

- Illustration of a biological process using scientific method.
- Preparation of a scrap book on landmarks in biology.

- Collage preparation through collection of Newspaper cuttings/clippings, Journal Articles related to Biology. (\* topics will be dealt under practicum)

**Suggested readings/Learning Outcomes:**

- Bremmer, J. Teaching Biology
- Carin, R.A. Teaching Science through discovery
- Green, T.L. Teaching of Biology in Tropical Secondary Schools
- Miller, D.F. and Blaydes, G.W. Methods and Materials for Teaching Biological Sciences
- UNESCO New Trends in Biology Teaching
- Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Kulshrestha, S. P JeevVigyanShikshan ,Lyall Book Depot, Meerut
- Rawat, D. S. Vigyanshikshan, Vinod PustakMandir, Agra.
- UNESCO Essential of learning in Environment.
- NCERT, (2006). *National Curriculum Framework- 2005*, NCERT. New Delhi.
- NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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**COURSE EDBATY4: UNDERSTANDING THE DISCIPLINE–B: MATHEMATICS**

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**COURSE OUTCOMES**

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

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

- CO 1.** Explain the nature of mathematics in a holistic way
  - CO 2.** Elaborate the methods of validation of mathematical knowledge
  - CO 3.** Evaluate the structure and principles of the Curriculum of mathematics
  - CO 4.** Reflect upon various aims of teaching mathematics as a compulsory subject in local as well as global context
- 

**UNIT- I- STRUCTURE OF KNOWLEDGE OF MATHEMATICS**

- Nature of Mathematics as discipline of study as a body of knowledge, thinking process and broader contexts
- Pure and applied mathematics
- Mathematics knowledge validation: hypothesis, conjectures, counter examples, proof, generalizations, fallacies

**UNIT-II- MATHEMATICS IN SCHOOL CURRICULLUM**

- Place of mathematics as a compulsory part in school curriculum
- Aims of teaching mathematics in School Curriculum and designing learning outcomes
- Quality of effective mathematics teacher

**UNIT- III- CURRICULUM OF MATHEMATICS**

- Mathematics curriculum: its concept and principles
- Integrating mathematics with other subjects
- Values in Mathematics

**UNIT- IV- UNDERSTANDING THE CONTENT**

- Revisiting the concerns and concepts in the fundamental areas of mathematics: Arithmetic, Algebra, Trigonometry, Geometry and Mensuration
  - Zero, infinity, number system, decimals
- 

**PRACTICUM:**

- 1- Generating learning outcomes from a given content of mathematics
  - 2- Presentation on ancient Indian mathematics and mathematicians
  - 3- Analysis of curriculum to integrate numeric and mathematical abilities in other subject areas
  - 4- Identifying values and scope of value development in a given content of mathematics
- 

**Suggested Reading/Learning References**

- Kulshreshtha, A.K. *Teaching of Mathematics*, Meerut. R L Book Depot
  - Gakhar, S.C. *Teaching of Mathematics*, Haryana. N M Publication Panipat
  - Bhatnagar, A.B. *Teaching of Mathematics*, Meerut. R L Book Depot
  - Negi, J.S. *Teaching of Mathematics*, Agra Vinod Pustak Mandhir
  - Shaw & Wright *Discovering Mathematics*,
  - V.N. Agrawal *The Teaching of Mathematics in India*,
  - Chandha, B.N. *The teaching of Mathematics*
  - Young, I.W.A. *Teaching of Mathematics*
  - Kuppuswami Aiyangar, N.K. *Teaching of Mathematics in the New Education*
-

- Sidu.K.S. *The Teaching of Mathematics*
- NCERT, (2005).*National Curriculum Framework-* 2005, New Delhi.
- NCERT, (2005). '*Focus Group Report*' *Teaching of Science*, New Delhi
- NCERT, (2008).*Mathematics textbook for class 8<sup>th</sup>*.New Delhi
- NCERT,(2006).*Mathematics textbook for class 9<sup>th</sup>*..New Delhi.
- NCERT,(2006).*Mathematics textbook for class 10<sup>th</sup>*.New Delhi
- SCERT,*Mathematics textbook for class 8<sup>th</sup>*.Raipur, C.G.
- SCERT,*Mathematics textbook for class 9<sup>th</sup>*..Raipur, C.G.
- SCERT*Mathematics textbook for class 10<sup>th</sup>*.Raipur, C.G.
- Go through the YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points



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**COURSE EDBATY5: UNDERSTANDING THE DISCIPLINE – B: ENGLISH**

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**COURSE OUTCOMES**

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

B.Ed. First semester students will be able to:

- CO 1.** remember the chronology of events - old to modern English
  - CO2.** explain and examine the historical development of English language as a discipline
  - CO 3.** evaluate the role of disciplinary knowledge in school curriculum
  - CO 4.** critically evaluate the policies of English language in India
  - CO 5.** explain the historical context of English in India
  - CO 6.** critique on theories on language acquisition
  - CO 7.** justify the theories of language acquisition and language learning
  - CO 8.** differentiate between language learning and language acquisition
  - CO 9.** analyze the challenges of English language at school level
  - CO 10.** describe the relation of English language with other subjects
- 

**UNIT – I: GENESIS OF ENGLISH AND ENGLISH LANGUAGE AS A DISCIPLINE**

- Understanding theories of language origin
- Genesis of English language origin – brief understanding from Indo-European to modern English
- Concept of Discipline, History of English as a Discipline

**UNIT – II: ENGLISH IN PRE AND POST INDEPENDENT INDIA**

- Introduction of English in Pre-Independent India: Macaulay Minute; Socio, Political and Intellectual Context of English
- English language in post-independent India – language policy perspective (Mudaliar Commission 1952, Kothari Commission – 1964-66, NPE-1986, NEP-2020 & NCF 2023)

**UNIT – III: LANGUAGE LEARNING AND ACQUISITION**

- Language learning and language acquisition: concept and difference
- Theories of language acquisition: Behavioristic, Nativist, Cognitive and Social Interactionist perspective

**UNIT – IV: LANGUAGE IN INDIAN SCHOOLS**

- Language of home and language of School
  - Language as a school subject and language as a medium of instruction
  - Relation of language with other subjects
- 

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

- Preparing list of English words having foreign and Indian origin
  - Observation of process of language learning and acquisition of a child
  - Critical analysis and preparing a report on recommendations of committees and commissions on English language in India (pre- and post-independence)
  - Reflecting how English language is related with other subjects
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**MODE OF TRANSACTION:**

- Discussion/lecture
- Group presentation/peer group discussion

**Suggested Readings/Learning References:**

- Alam, Z. Q. (1999) English Language Teaching In India Problems And Issues, , Atlantic Publisher and Distributor, New Delhi
- Brumfit, C. J. & Johnson, K. (1987) The communicative Approach to Language Teaching, English Language Book Society/ Oxford University Press.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- Chaturvedi, M.C.(1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Gupta, P.K. & et.al (2005) Teaching of English, R. Lal, Book Depot, Merrut.
- GoI(2020) National Education Policy 2020, MHRD, Govt. of India.
- Hughes, Arthur(1997) Testing for language Teachers, Cambridge Handbooks for Language Teachers, Cambridge University Press.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Kohli, A.L. & Sharma L.M. (2002) Techniques of Teaching English (in the New Millannium), DhanpatRaiPublicating Co. (P) Ltd., New Delhi.
- NCERT (2006) Position Paper, National Focus Group Discussion on Teaching of Indian Languages, National Council of Educational and Research and Training, New Delhi.
- NCERT (2012) Teaching of English at Primary Level in Government Schools, National Council of Educational and Research and Training, New Delhi.
- NCERT (2023) National Curriculum Framework for School Education, National Council of Educational and Research and Training, New Delhi.
- 
- Vijayalakshi, M &Manchi, S.B. (2014) A Brief History of English language Teaching in India, International Journal of Scientific and Research Publications, Volume 4, Issue 5, May 2014 1 ISSN 2250-3153

**COURSE EDBATY6: UNDERSTANDING THE DISCIPLINE –B: HINDI**

पाठ्यक्रम परिणाम

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

बीएड प्रथम सेमेस्टर के विद्यार्थी

- CO 1 हिंदी भाषा का ऐतिहासिक पृष्ठभूमि का विवेचना करेगा
- CO 2 हिंदी भाषा संकाय के पाठ्यक्रमों का अध्ययन करेगा
- CO 3 हिंदी भाषा का संरचनात्मक विशेषताओं का अध्ययन करेगा
- CO 4 शिक्षा नीति का मूल्यांकन करेगा
- CO 5 विद्यालय स्तर पर हिंदी भाषा शिक्षण के उन्मुखता का निर्धारण करेगा

**इकाई I हिंदी भाषा का संकल्पना**

- हिंदी भाषा का ऐतिहासिक पृष्ठभूमि
- हिंदी भाषा संकाय के पाठ्यक्रम
- हिंदी साहित्य का कालिकावधि भाषा में इतिहास एवं रचनाएँ

**इकाई II हिंदी भाषा का संरचनात्मक विशेषताएँ**

- हिंदी भाषा का संरचनात्मक विशेषताएँ
- हिंदी भाषा के घटक
- हिंदी भाषा का स्वर विशेषताएँ
- विद्यालय स्तर पर हिंदी विषय के पाठ्यक्रम

**इकाई III हिंदी शिक्षण का संक्षिप्त इतिहास**

- स्वतंत्रता पूर्व भाषा शिक्षण का संक्षिप्त इतिहास
- कोठार आयोग भाषा शिक्षण
- नई शिक्षा नीति 1986 भाषा शिक्षण
- राष्ट्रीय शिक्षा नीति 2020 भाषा शिक्षण

**इकाई IV हिंदी भाषा शिक्षण मॉडल; ,vfhkizk; ,oamls”;**

- हिंदी भाषा शिक्षण मॉडल को अवयविकता एवं महत्व
- प्रारंभिक स्तर पर हिंदी भाषा शिक्षण के उन्मुखता
- माध्यमिक स्तर पर हिंदी भाषा शिक्षण के उन्मुखता
- उच्च माध्यमिक स्तर पर हिंदी भाषा शिक्षण के उन्मुखता

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

- क. पाठ्य वस्तुओं में से किसी एक पर निबंध ख. अहिंदी की भाषा में एक पाठ की रचना
- ग. समाचार, सौंदर्यात्मक अभिव्यक्ति या लेख का निर्माण
- घ. हिंदी भाषा में एक पाठ की रचना

**MODE OF TRANSACTION:** संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग**Suggested Readings/Learning References** **UnHkZlwph&**

- आई. एम. एस. (हिंदी भाषा शिक्षण), विनोद पुस्तक मंदिर अग्र

- विष्णु के मातृभाषा शिक्षण विनोद पुस्तक मंदिर आगरा
- रमन बिहारी लाल हिंदी शिक्षण राट्टोगी भिक्षाशन मेठ
- रघुनाथ , हिंदी शिक्षण विधि पंजाब घर जालंधर
- शर्मा लक्ष्मी नारायण ,भाषा शिक्षण के विधियाँ और पाठ नियोजन विनोद पुस्तक मंदिर आगरा

- “kqDyjkepUnz] fgUnhHkk'kk dk bfrgl ¼PH ubZfnYyh
- पाँडेय आतिकांत ,हिंद ी भाषा और इसका िशेण िविधयाँ पि&लक लिनग ाइवेट िदली
- WWW- As per required websites for concern topic.
- You -Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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**COURSE EDBATD1: VALUE EDUCATION**

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**COURSE OUTCOMES**

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

**B.Ed. First Semester students will be able to:**

- CO 1.** explain the nature, and the concept of values.
  - CO 2.** classify values under different types.
  - CO 3.** appreciate the educational values like democratic, secular, and socialist.
  - CO 4.** apply different teaching strategies for value education
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**UNIT I: UNDERSTANDING VALUE**

- Value: concept and classification
- Morality and value – difference
- Value Education: concept and need.

**UNIT II: VIEWS OF VALUE DEVELOPMENT**

- Psychological views on development of morality and personal values reference to Kohlberg and Freud; determinants of personal value
- Views of Vivekananda in inculcating values and developing Man of Character

**UNIT III: DEVELOPING VALUES**

- Role of school, family, society and mass media on development and erosion of values.
- Role of syllabi of different subjects and co-curricular activities in inculcating values

**UNIT IV: METHODS**

- Teaching Strategies for Value Education: Storytelling, Role-playing, and Discussion.
  - Techniques for measurement of values: Rating Scales, Questionnaire, Observation, some standardized tools for measurement of values.
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**PRACTICUM**

- Designing activities to inculcate various kinds of values
  - Story telling & discussion
  - Planning for a Cleanliness programme: self, class-room, campus.
  - Preparation of a measure of value: Rating Scale
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**MODE OF TRANSACTION:**

Lecture, Discussion, field work, Observation & rating.

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**Suggested Readings/Learning References:**

- Harsh,R.N.,Miller,J.P.,&Eiolding,G.B. Model of Moral Education:AnAppraisal,LongMan:NewYork
- PassiB.K,& Singh. Value Education, National Psychological Corporation, Agra.
- Rooths, I.E.Mearill Value and Teaching, McGraw-Hill, co.
- Roakeach, M.The nature of human values collier McMillan Publishers,London.
- Frankel, J.R How to teach value in analytical approach,PrenticeHall,New Jersey
- Pandey, Ramshukh Value Education, R.Lall Book, Meerut.
- Fraenkel, J.R How to teach about values.
- Gupta, N.L.Value Education
- Kishore,L.Value oriented Education.
- Rath,H.&Siomon Values and teaching.

- Ruhela,S.P.Human values and Education
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

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**COURSE EDBATD2: PHYSICAL AND HEALTH EDUCATION**

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**COURSE OBJECTIVES**

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

**B.Ed. first semester students will be able to:-**

- CO 1.** analyze the concept and role of physical and health education
- CO 2.** implement various types of Health Services particularly in schools
- CO 3.** evaluate various issues related to health problems particularly among school children
- CO 4.** create ways for maintaining safety and physical fitness

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**UNIT – I: HEALTH & PHYSICAL EDUCATION**

- Health: its Concept, Dimensions and Determinants.
- Concepts of Physical and Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education

**UNIT – II: HEALTH SERVICES IN SCHOOLS**

- Objective of school health service, Role of health education in schools
- Health Service and guidance instruction in personal hygiene and care of skin, Nails, Eye, etc.
- Health service, Nutritional service, Health appraisal, Health record, Healthful school environment.

**UNIT – III: DISEASES AND SAFETY ISSUES**

- Communicable and Non-Communicable Diseases
- Personal and Environmental Hygiene for schools and society.
- Safety in Daily Life: Common Injuries and their Management.
- First Aid kit and Emergency Care services.

**UNIT – IV: HEALTH AND LIFESTYLE**

- Modern Life Style and problems related to food habits, sleeping habits, physical activity, and cyber activity.
- Issues of Malnutrition, Adulteration in food, and Environmental pollution.
- Management of lifestyle and Prevention of disease and disorders.

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

- Study and group presentation on the health statistics of the school going children of India
- Study of the school environment in the perspective of health and hygiene
- Assessing awareness of personal safety/hygiene among students
- Quiz/Games/Aids on health issues
- Preparing journal on lifestyle diseases from newspaper/online news reports

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**MODE OF TRANSACTION:**

Lecture, Discussion, Group presentation, audio-visuals, poster presentation, community work and field experience.

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**Suggested Readings/Learning References:**

- Rama V Baru (2008) School Health Services in India: The Social and Economic Contexts  
SAGE Publications India,



- Victor R. Preedy Handbook of Growth & Growth Monitoring in Health & Disease, Springer Science & Business Media
- Laurette Dube, Antoine Bechara, Alain Dagher, Adam Drewnowski, Jordan LeBel, Philip James, Rickey Y. Yada, (2010) Obesity Prevention: The Role of Brain and Society on Individual Behavior, Academic Press,
- MeetaLall (n.d.) The Power of Nutrition For Our Times, Rupa Publications - Health & Fitness
- Usha S Nayar (2012) Child and Adolescent Mental Health, SAGE Publications India
- N. Taylor, F. Quinn, M. Littledyke& Richard K. Coll (2012) Health Education in Context: An International Perspective on Health Education in Schools and Local Communities, Springer Science & Business Media,
- Anil Kumar (2005) Health Education, Mittal Publications,
- M. Kumar & R. Kumar, (2004) Guide to Prevention of Lifestyle Diseases, Deep and Deep Publications,
- IIPS (2011) Key Indicators for India from NFHS-3  
<http://www.rchiips.org/nfhs/pdf/India.pdf>
- MSPI, GOI (2012) CHILDREN IN INDIA 2012 - A Statistical Appraisal at  
[http://mospi.nic.in/Mospi\\_New/upload/Children\\_in\\_India\\_2012.pdf](http://mospi.nic.in/Mospi_New/upload/Children_in_India_2012.pdf)
- UNICEF (2013) Statistics at [http://www.unicef.org/infobycountry/india\\_statistics.html](http://www.unicef.org/infobycountry/india_statistics.html)
- UNICEF (2011) The situation of children in India at  
[http://unicef.in/Uploads/Publications/Resources/pub\\_doc36.pdf](http://unicef.in/Uploads/Publications/Resources/pub_doc36.pdf)
- WWW- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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## **COURSE EDBATD3: GUIDANCE AND COUNSELLING**

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### **COURSE OUTCOMES**

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

The B.Ed. First semester students will be able to:

- CO 1.** explain theoretical background of guidance and counseling.
  - CO 2.** implement the concept of guidance and counseling.
  - CO 3.** draw the significance of vocational guidance.
  - CO 4.** analyze the counseling and its process.
  - CO 5.** implement the therapeutic techniques helpful in student's guidance & counseling.
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### **UNIT I: CONCEPT AND NEED OF GUIDANCE & COUNSELING**

- Guidance: Concept & Needs
- Types of Guidance
- Counseling: Concept & Needs; difference from guidance
- Types of Counseling
- Principles of Guidance and Counseling

### **UNIT II: TOOLS AND APPROACHES**

- Tools for collecting information for Guidance and Counseling: records, rating scale and tests—their characteristics and effective use
- Approaches in Counseling: Psycho-analytical, Client-centered, and Behavioral.

### **UNIT III: GUIDANCE & COUNSELING IN EDUCATIONAL INSTITUTIONS.**

- Nature and requirements of Guidance and counseling services in Elementary Schools and Secondary Schools; dealing with adjustment problems in school
- Nature and requirements of Guidance and counseling services in College & University
- Brief Introduction of – Job –Analysis, Job –description & Job –Specification

### **UNIT IV: GUIDANCE AND COUNSELING PROCESSES**

- Brief introduction of Guidance Programmes: Orientation services, Information services, Appraisal service, Remedial service, follow-up Service
  - Counseling Process: Preparatory Phase, Beginning Phase, Middle Phase & Terminal Phase; Role of a Counsellor
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### **COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- School visit: Assessment of Guidance need & providing guidance related to subject selection in further classes or for job selection in future. Or
  - Planning for a counseling process for reducing Examination anxiety. Or
  - Study of the guidance and counseling services by various boards and presenting a report.
  - Preparing a tool for collecting information on a given issue
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**MODE OF TRANSACTION:** Lecture, Discussion, Demonstration, School visit.

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

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
- Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
- Donal, Super (1965). Counseling in the Secondary School, Harper, New Delhi.

- Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
- Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
- Verma&Upadhyay, (1967).ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
- Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
- DhuveIbdu. (1959). Basic Essentials of Counseling, (1959), (Sterling).
- Cameron N. 1953, Personality Development and Psychopathology, Sifilin.
- Rothenberg E.R. 1968, Medical Dictionary and Health Manual, Signet Meridian Books, Chicago, U.S.A.
- Singh R.S. (1985).Correlates of Anxiety, National Psychological Corporation, Agra.
- Singh R.P. (1981).NaidanikManovigyan, V.PU.Mandir, Agra.
- Talent.N. (1978). Psychology of Adjustment, Nast and.
- Valan.R.W. (1958) . Clinical Psychology, (Macgrahill).
- Kapil .H.K., (1989). ApsamanyaManovigyaan, HarprasadBhargav, KachariGhat, Agra.

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## COURSE EDBAGL1: INDIAN SIGN LANGUAGE

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### COURSE OUTCOMES

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

After learning this course, the student-teachers will be able to

- CO-1 Discuss the two manual options with reference to Indian special schools.
  - CO-2 Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
  - CO-3 Describe manual options in the light of issues like language, culture and identify.
  - CO-4 Exhibit beginner level hands on skills in using manual options.
  - CO-5 Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.
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### UNIT I: UNDERSTANDING DEAFNESS IN REAL LIFE CONTEXT

- Basic Awareness of Paradigms of Deafness (Medical and Social)
- Basic Awareness of Deafness and Communicative Challenges /Concerns
- Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion

### UNIT II: INTRODUCING ISL

- Sign language
- Basic Awareness of Difference between ISL and ISS
- Importance of Neural Plasticity and Early Language Opportunities

### UNIT III: BASICS OF ISL

- Basic signs: Alphabets, numbers,
- Signing names, adjectives,
- Expressing gender, number, person, tense actions
- Framing short expressions of common use in daily life
- Expressing conjunctions, prepositions and framing complex sentences

### UNIT IV: ISL SKILL DEVELOPMENT

- Eye Contact in expression and reception
- Natural Signing in Short Common Conversations
- Natural Signing in Stories/Poems

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### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
  - II. Role Play and Dramatization in ISL
  - III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
  - IV. Recording Self Narrated Stories/ Poems and Writing Reflections
  - V. Interacting with Deaf for Practicing Expansion of Ideas
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**MODE OF TRANSACTION:**lectures and workshop/activities

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### Suggested Readings:

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
  - Heller, R. (1999). *Managing Change*. DK Publishing: New York.
  - ISS Learning Material and Dictionaries
-

- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Teaching Learning ISL Material Developed at* AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.
- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46-51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India* (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). *Total Communication, Structure and Strategy*. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M. (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.
- Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). *Survey of Teachers' Opinion on Status of Education of the Deaf*. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). *Effective Leadership*. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf*, 139, 378-386.
- *Indian Sign Language Dictionary* (2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C.
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). *An Introduction to Indian Sign Language: Focus on Delhi*. All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15-22.

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**COURSE EDBAGL2: COMMUNICATION THROUGH BRAILLE**

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**COURSE OUTCOMES**

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

**B.Ed. First Semester student will be able to**

- CO 1.** explain the Introduction to Braille.
- CO 2.** explain the Braille Devices.
- CO 3.** explain the Understanding Braille Script
- CO 4.** explain the Braille Reading and Writing
- CO 5.** develop the Braille writing skill through Braille Script

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**UNIT 1: INTRODUCTION TO BRAILLE**

- Introduction to Visual Impairment
- Causes and prevention of Visual Impairment
- Louis Braille and the Evolution of Braille

**UNIT 2: BRAILLE DEVICES**

- Relating Slate and Stylus; Taylor Frame and Types, Abacus with Braille devices
- Braille Writer, Braille Embossers and Braille Translation Software
- Low Vision Aids--Optical, Non-Optical, Vision Training Material

**UNIT 3: UNDERSTANDING BRAILLE SCRIPT**

- Braille Signs—English Braille, number
- Braille Signs and Symbols—Hindi/Regional Language
- Embossed – Maps & Models

**UNIT 4: BRAILLE READING AND WRITING**

- Braille Reading Process
- Braille Writing Process
- Using short cut in Braille using words

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

*Each Student-Teacher*

- a. Prepare a presentation – Oral/ PowerPoint – on the relevance of Braille for children with visual impairment. **OR**
- b. Prepare a report on the availability and use of Braille and assistive devices in one inclusive school **AND**
- c. Prepare two Braille material for any class of school subject/B.Ed. Courses

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**COURSE EDBAGA1: TEACHING AND LEARNING IN DIGITAL AGE**

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**COURSE OUTCOMES**

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

**B.Ed. First Semester students will be able to -**

- CO1.** Explain the concept, need, and importance of ICTs in teaching-learning process.
- CO2.** Identify and define the issues related to ICTs in teaching-learning process.
- CO3.** Plan and execute ICTs enabled learning tools & techniques in teaching-learning process.
- CO 4.** Develop ICTs based learning material and assessment tools.
- CO 5.** Sensitize the students toward judicious use of ICTs.

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**UNIT-I: UNDERSTANDING THE CONCEPT OF TECHNOLOGY**

- Concept, Need and Importance of Information and Communication Technology.
- Role of technology in education, Impact of technological developments in education
- Teachers and learners in the digital age
- Challenges and Barriers in integrating Information and Communication Technology in school education

**UNIT -II TEACHING AND LEARNING WITH TECHNOLOGY**

- Technology integration in teaching, e-learning- the new trend of education,
- Teacher Vs technology
- New emerging concepts in teaching; blended, flipped learning,
- ODL & technology

**UNIT -III APPROACHES AND MODES OF E-LEARNING**

- Approaches and components of e-learning
- Learning Management System- concept, use, features
- modes of e-learning; synchronous and asynchronous
- e-Content Development through different ICT tools (Audio and Video Recording tools)

**UNIT-IV: E-RESOURCES AND E- ASSESSMENT (USING TECHNOLOGY)**

- OERs, ICT initiatives of GoI
- e-assessment; concept and nature, Difference between paper and e-assessment,
- Online tools for e-assessment.
- safety measures related to use of learning materials available on internet.

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

- Developing an e-content related to methodology subject.
  - Preparing Students record/Evaluation report with the help of ICT tools.
  - Preparation of a brief educational video.
  - Creating & managing (giving assignments/maintaining records) a course on an LMS.
  - Preparing an OER.
  - Delivering content in blended mode.
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**Mode of Transaction**

Presentation, discussion, blended and flipped learning as and when required, focus will be to deliver the content by incorporating hands on experience.

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

- Arulswamy, S., Sivakumar, P. (2012). *Application of ICT in education*. Hyderabad: Neelkamal Publication.
- Simmons, C., & Hawkins, C. (2009). *Teaching ICT*. Sage Publications India Pvt. Ltd.
- Talsera, H., Marashdeh, W., & Nagda, M. L. (2005). *Web Based Learning*. New Delhi: Authors Press.
- Manoj, D. (2010). *ICT in teacher development*. Hyderabad: Neelkamal Publications.
- Mishra, R.C. (2005). *Teaching of information technology*. New Delhi: APH Publishing Corporation.
- Sampath K., Panneerselvam, A., & Santhanam, S. (1998). *Introduction to educational technology* (4<sup>th</sup> ed.). New Delhi: Sterling Publishers Pvt. Ltd.
- Santoshi, V. (2009). *Information and communication technology for teacher education*. New Delhi: Kanishka Publications.
- Vanaja M., Rajashekhar S., & Arulswamy, S. (2013). *Information and communication technology (ICT) in education*. Hyderabad: Neelkamal Publications.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points



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**COURSE EDBAEF1: SCHOOL VISIT–I(UPPER PRIMARY TO HIGHER SECONDARY)**

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**COURSE OUTCOMES**

**MARKS: 50| CREDITS: 2 | 2 Weeks**

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

- **CO1.** Acquire sufficient basic information regarding various kinds of schools
- **CO2.** Understand the various processes, scholastic, co–scholastic and official, undergoing in a school in detail
- **CO3.** Ability to reflect upon the total environment of the school to plan for appropriate teaching practices and to prepare her/himself to play her/his role as a teacher in school

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Every teacher has a vivid experience of school as being a student, sometimes in life. But the way one understands the school, changes when the position is changed to that of a teacher. A school visit for duration of two weeks is expected to give the prospective teachers the first opportunity to observe ‘the school’ from a teachers’ point of view. They are expected to revisit the processes going on within a school system to understand their nature, purpose, role played by various people concerned, role of external authorities, quality and quantity issues, issues of infrastructure and planning, etc. This visit shall just be an exposure to connect their memories of school days with the present realities of school systems in order to sensitize them ‘what kind of a teacher they wish to become’ , ‘what kind of a school they wish to be a part of ‘and ‘what should their role be in achieving that’. Close, sincere interaction with the school environment and keen observation, as well as honest recording of the experience is expected from the prospective teachers after ensuring fulltime presence in the school/s allotted to them.

The prospective teachers are expected

1. To prepare a check list of important points to observe on the basis of NCF 2005, RTE Act, and other relevant recommendations
2. To observe and record in detail the following aspects in approx.:
  - The physical environment
  - The socio–cultural ethos of the school
  - The infrastructure: Basic and academic
  - The nature of administration and governance
  - Teachers and learners
  - General methodologies of teaching–learning in different subjects
  - Examination
  - Time table, discipline, CCA and physical exercises
  - Scope of interaction with the society
  - Welfare services (Health, financial, academic, etc.)
  - Local resources around the school
  - Other critical observations characteristic of a particular school
3. And, to evaluate and reflect on the observations.

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**COURSE EDBBTT1: LEARNING AND TEACHING**

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**COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6 Hrs./wk****B.Ed. Second Semester students will be able to:**

- CO 1.** differentiate between the concept of teaching and learning
  - CO 2.** plan effective communication strategies in classroom
  - CO 3.** critique on various views of learning
  - CO 4.** understand the process of knowledge construction within the context of the 'outside' world and the 'inner' world of the learners
  - CO 5.** plan& design teaching for promoting self-regulated learning, higher order thinking and survival in the competitive world
  - CO 6.** analyze challenges in teaching in today's' classroom full of students with diverse needs
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**UNIT: I LEARNING AND TEACHING**

- Learning: Changing Meaning; Nature; process of learning, content learning and process learning, general or situated learning!
- Teaching: changing meaning, levels of teaching; An art or a science!
- Good teaching – What and How or Reflective Teaching to enhance learning.
- Communicating contents effectively, two-way path, role of coding, suitable media, and feedback; Proper positioning for better eye contact effective communication

**UNIT: II HOW CHILDREN LEARN:**

- A behaviouristic view – role of conditioning and reinforcement to act upon environment; Laws of effect, primacy and practice
- A cognitive view – perceiving parts into whole, role of brain and memory in information processing, implications for teaching to reduce cognitive load and designing better communication message, using multi-media, mnemonics, meaningful contextualisation;
- Understanding learners from the perspective of multiple intelligences with a focus on Gardner 's theory of multiple intelligences.

**UNIT: III LEARNING: A SOCIO-COGNITIVE PROCESS**

- learning by observation (referring to Bandura's theory), actively choosing what to learn, implication for teachers and parents
- Central ideas of constructive view of learning (with major reference to Vygotsky), zone of proximal development, needs of scaffolding and its implications for teaching, learning in collaboration, common elements of constructivist teaching
- self-regulation; teaching strategies for improving metacognitive abilities of students
- Learning to think critically and to solve problems; implication for teachers to promote critical thinking and problem-solving ability

**UNIT: IV TEACHING-LEARNING IN TODAY'S CLASSROOM**

- Catering needs of different learning styles
- Addressing multicultural, multilingual classroom
- Teaching-Learning in electronic and digital world: issues and challenges, and needs for individualization of learning,

- Learning to learn, strategies for Motivating students for life long and independent learner.
- Helping students vulnerable with anxiety, stress, or aggression and delinquency

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

- Critical study of research papers on learning and teaching
- Observation of classroom and other learning situations – field notes and reflections/ discussion to understand what and how children learn in group setting
- Developing scaffolds in the learning situations in any subject area
- Identifying learning styles, self-regulation, metacognitive skills through inventories
- Visit to different schools having learners from various socio-cultural background: preparing profile of a specific learner and sharing it
- Observe, analyse and reflect on teacher-student relationship
- Presentation regarding multicultural classroom needs

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**MODE OF TRANSACTION:** lectures, video clips, discussion, small group activity

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**Suggested Readings/Learning References:**

- Ekdnkdey] LdyereuD;kiNk] ,dYk;] Hkkiky] 2013
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- Emotions and Learning, Venu N., Journal of the Krishnamurti Schools, Issue 10, July 2006, Centre for Learning, Bangalore
- W Crain, Theories of Development: Concepts and Applications (1992), Prentice Hall, New Jersey.
- Vygotsky's Social-Historical Theory of Cognitive Development, Chapter 10
- Vygotsky L.S. (1978) Interaction Between Learning and Development in *Mind in Society* , , Cambridge, MA: Harvard University Press, 79-81
- Kumar Krishna, Learning to be Backward in *Social Character of Learning* Pgs. 59 – 77.
- Growing up Male, Kumar Krishna, What is Worth Teaching, pgs, 81 to 87.
- Woolfolk, Anita (2012) Educational Psychology (12<sup>th</sup> Edition). Pearson Indian Education Services Publication
- NCERT (2005) National Curriculum Framework, 2005, National Council of Educational Research and Training, New Delhi.
- Mangal, S.K. (2010) Advanced Educational Psychology, Printice Hall of India, New Delhi
- Hurlock, E. Developmental Psychology, Tata MacGrow Hill publication Co., NewYork, 1959.
- Gupta, S.P. Advanced Educational Psychology, SardaPustakBhawan, Allahabad, 2001.
- Sharma, S. Constructivist Approaches to Teaching and Learning, New Delhi: NCERT
- Mangal, S.K. Shiksha Manovigyan, Pearson Publications
- Pandey, Kalpalata. ShikshaManovigyan, Tata MacGrow Hill publication Co.

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**COURSE EDBBTT2: KNOWLEDGE & CURRICULUM**

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**COURSE OUTCOMES**

MARKS: 100   CREDITS: 4   6 Hrs./wk
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**B.Ed. second semester students will be able to:**

- CO 1.** explain the concept, types and facets of knowledge and their nature
- CO 2.** differentiate between facts, belief, information, knowledge and understanding
- CO 3.** classify various types of curriculum
- CO 4.** plan curriculum for their respective schools

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**UNIT-1: UNDERSTANDING KNOWLEDGE**

- Meaning and concept of knowledge
- Sources of knowledge
- Types of Knowledge – A priori and A Posteriori knowledge, Declarative, Procedural and Relational knowledge
- Facets of knowledge- Local and Universal, Concrete and Abstract, Theoretical and practical, Contextual and textual, School and Out of school, and Scientific and Religious,

**UNIT-2: KNOWLEDGE CONSTRUCTION**

- Concepts of facts, belief, information, knowledge and understanding
- Theories of knowledge Construction – Jean Piaget and Lev Vygotsky
- Methods promoting knowledge construction
- Role of culture in knowing
- Validation of knowledge

**UNIT-3: UNDERSTANDING CURRICULUM**

- Meaning and Concept of curriculum
- Components of curriculum
- Types of curriculum
- Principle of Curriculum development
- Philosophical, Psychological and Sociological foundations of curriculum development

**UNIT-4: CONCERNS IN CURRICULUM**

- Curriculum as a Contested Terrain
- Ideology and Curriculum
- Implications of curricular divisions for learner centered pedagogy
- Models of curriculum development- Ralph Taylor and Hilda Taba

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**PRACTICUM**

- Student will analyze the Content for value reflection of any one chapter of concern subject at secondary standard.
- Students will identify co-curricular components of some given topics in different subjects
- Students will study the recommendations of major reports/ commissions on framing Curriculum - National Curriculum Framework and NEP2020

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**Suggested Reading/Learning References:**

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- Youtube channel/MOOCs/OER/SWAYAM/e-Pathsala- As per topic/points
- Books
- Seth, Shyamkishor and Mishra Neelima: Philosophy of Knowledge, LokbhartiPrakashan Allahabad.
- Tiwari ,Kedarnath: Metaphysics and Epistemology, Motilal Banarsidas Delhi.
- Mishra ,Hridyanarayan: Problems of Epistemology, ShekherPrakashan Allahabad.
- Agrawal, S. K.: Techniques of Teaching, Rajesh Publishing House Meerut.
- Gupta, S.P.: History, Development and Problem of Indian Education, ShardaPustakBhawan , Allahabad.
- Lakshmi, T. K. S.: Value Reflection ,BanasthaliVidyapith.
- Vashist, R.P. Curriculum Deveopment, Commonwealth

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## **COURSE EDBTT3: LANGUAGE ACROSS THE CURRICULUM**

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### **COURSE OUTCOMES**

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

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

- CO 1.** Exemplify the meaning and importance of language and language skills.
  - CO 2.** Describe and appraise the importance language background of the learner.
  - CO 3.** Practice and assess the importance of multilingualism in the school and society.
  - CO 4.** Arrange the classroom practices for better development of linguistic skills.
  - CO 5.** Inspect linguistic errors in the language use of students.
  - CO 6.** Schedule various activities to develop good language habits among student.
- 

### **UNIT I: LANGUAGE BACKGROUD OF THE LEARNER**

- Language and Language skills
- Characteristics of first language and second language learning and teaching
- Need to understand the language background of the learners

### **UNIT II: CONCEPT OF MULTILINGUALISM**

- Sensitivity towards the language diversity in the classrooms: Identification
- Multilingualism in the classroom: concept
- Aspects of the power dynamics of the 'standard' language as the school language vs. home language or 'dialects';
- Language and culture

### **UNIT III: CLASSROOM PRACTICESAND READING COMPREHENSION**

- The nature of classroom discourse
- Strategies for using oral language in the classroom in a manner that promotes learning
- Nature of reading comprehension in the content areas
- Expository texts vs. narrative texts; schema theory

### **UNIT IV: WRITING ASPECTS**

- Activities to develop language skills
  - Note-making, summarizing; making reading-writing connections; process writing: Components
- 

### **PRACTICUM**

- School Visit to Find out Communication Problem/Apprehension in Students
- Prepare a report on multilingualism
- Prepare a news of your departmental activity
- Prepare presentation on language diversity through the use of ICT
- Workshop on reading activities
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to speech, directions

**Suggested Readings/Learning References:**

- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Private Limited, New Delhi.
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Teacher's Handbook for Primary Stage (2003) Continuous and Comprehensive Evaluation, NCERT, New Delhi.
- Mohan, Krishna & Banerji, Meera (2002) Developing Communication Skill, Macmillan India Limited, New Delhi.
- Richards, Jack C. & Rodgers, Theodore S. (1995) Approaches and Methods in language teaching- A description and analysis, Cambridge University Press.
- Kohli, A. L. & Sharma L. M. (2002) Techniques of Teaching English ( in the New Millennium), Dhanpat Rai Publishing Co. (P) Ltd., New Delhi.
- Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies Inc.
- Fromkin, V, Rodman, R & Hymes, N. (2011). Introduction to Language. (9th ed.). Canada: Cengage Learning.
- Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6th ed.). Cambridge: MIT Press.
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/point

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**COURSE EDBBTY1: PEDAGOGY–I (A) :PHYSICAL SCIENCES**

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**COURSE OUTCOMES:**

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

**B.Ed. Second Semester students will be able to:**

- CO 1.** Analyze the contents of Physical science for effective long term and instructional planning
  - CO 2.** Decide what to teach, and how to teach in Physical science for school science
  - CO 3.** Justify the various elements of lesson plans on the basis of major psychological theories
  - CO 4.** Effectively plan physics lessons in the socio-cognitive context of secondary learners
  - CO 5.** Explain the psychological basis of different approaches for teaching
  - CO 6.** Develop strategies to make the teaching-learning of physical science meaningful
  - CO 7.** Handle and develop appropriate learning resources and teaching-learning aids
  - CO 8.** Choose, design and execute effective strategies techniques and skills of teaching-learning physical science to maximize learning outcomes
  - CO 9.** Effectively reflect for self-improvement
- 

**UNIT I: PEDAGOGICAL PLANNING FOR A PHYSICAL SCIENCE LESSON**

- Content analysis through concept mapping and identifying hierarchy;
- Unit planning & lesson planning
- Deciding and framing the objectives of teaching—learning and instructional objectives
- TPACK : implications for planning for technology enhanced classrooms

**UNIT II: DECIDING STRATEGIES AND APPROACHES**

- Maxims of Teaching: Moving from particular, concrete and simple to general, abstract and complex;
- Deciding appropriate strategy: Teacher-centered and Learner-centered – nature of interaction, pros and cons, examples
- Teaching approaches: Inductive & deductive approach; psychological basis for taking an approach—brief reference to learning theories of Piaget, Bruner and Ausubel; Constructivist approach—5Es

**UNIT III: DELIVERING A PHYSICAL SCIENCE LESSON**

- Building up ideas (through Compare, contrast, Placing appropriate Examples; representation—verbal, visual)
- Appropriate Questioning for ensuring empirical and active mind, and to probe into the learner's mind
- Maintaining motivation: extrinsic and intrinsic, reinforcements
- Ensuring maximum participation and inclusion
- Developing and using learning resources—print, audio-visual, soft media

**UNIT IV: MAKING A LESSON MEANINGFUL & EFFECTIVE**

- Meaningfully closing a lesson: closure strategies for physical science
  - Making science teaching meaningful, personally relevant and emphasizing social implication
  - Strategies of promoting scientific communication: oral and written,
  - Reflecting on teaching
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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Content analysis of given science content
  - Preparing concept maps on given content
  - Exercises on probing situations, drawing social relevance, Scientific communication
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- Preparing plans to deliver a lesson on given teaching points
  - Preparing online contents
  - Designing low cost aids and learning resources
  - Preparing reflecting diary based on practice sessions
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**MODE OF TRANSACTION:** Lectures, Video clips, Discussion, Small group activity/projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required.

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**Suggested Readings/Learning References:**

- Abell, Sandra K. & Lederman, Norman G. (2007) Handbook of Research on Science Education, Volume 1, Psychology Press,
- Angela Di Michele Lalor (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
- Braund, Martin. (2012). Performing Science: Teaching physics, chemistry and biology through drama..
- Das, R.C. (2007) *Science Teaching in Schools*. New Delhi: Sterling Publishers Private Limited.
- Department of Gender Studies, NCERT () Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan: An Overall Report
- Driver, R., Squires, A., Rush worth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: Rutledge Palmer.
- Eilam, B. & Gilbert, John K. (Eds.) (2014) Science Teachers' Use of Visual Representations. Switzerland : Springer International Publishing
- Gibbs, K. (2011) The New Resourceful Physics Teacher: Creative Ideas and Experiments for Physics Teaching, Schoolphysics Publications
- Gupta, A. (1978) New UNESCO source book for science teaching . New Delhi: Oxford & IBH Publishing house. <http://www.arvindguptatoys.com/arvindgupta/unesco-source-new.pdf>
- Heywood, D. & Parker, J. (2010) The Pedagogy of Physical Science (Contemporary Trends and Issues in Science Education) Springer
- Kalra, R. M. (2008) Science Education for Teacher Trainees and In-service Teachers: Learning to Learn Modern Science, New Delhi: PHI Learning Pvt. Ltd.,
- Kerkhoven, A.H., Russo, P. Land-Zandstra, A.M., Saxena, A and Rodenburg, F. J. (2016) Gender Stereotypes in Science Education Resources: A Visual Content Analysis. PLoS One. 11(11). doi: 10.1371/journal.pone.0165037
- Lagu, R. G. (Eds.) (2007) Experiments are fun, Oxford University Press.
- Lagu, R. G. (Eds.) (2009) How and why in Science : Senior series Book 2, Oxford University Press
- Lalor, Angela Di, M. (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
- Lattery, M. J. (2016) Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning (Science & Engineering Education Sources), Charlotte NC: Information Age Publishing
- Liu, X. (2010) Essentials of Science Classroom Assessment: SAGE Publications, 2010
- Mangal, S. K. (2019) *Pedagogy of Physical science*, New Delhi: Arya Book Depot
- Mishra, K. K. (2004) Vigyan: MaanavkiiYashogatha, the Hindi version of Science:" A Human Saga" , Mumbai: HBCSE (TIFR)
- Mishra, K. K. (2006) Lok-Vigyan: SamakaleenShaikshikRachanayen, HBCSE (TIFR), 152pp.

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- Mohan, Radha, (2019) *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
  - National Council of Educational Research & Training (2013), Pedagogy of Science: Physical science (Part-I & II) – Textbook of B.Ed., New Delhi: NCERT, [http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy\\_sci\\_partI.pdf](http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf)
  - National Council of Educational Research & Training NCERT (2006) National Curriculum Framework : 2005, New Delhi: NCERT
  - National Council of Educational Research & Training NCERT, (2005). Position Paper: National Focus Group on Teaching Science, NCERT: New Delhi
  - National Council of Educational Research & Training NCERT, (2006) Position Paper: National Focus Group on Exam Reforms, New Delhi: NCERT. [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/examination\\_reforms.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf)
  - National Council of Educational Research & Training NCERT, (2006) Position Paper: National Focus Group on Teaching of Science, New Delhi: NCERT [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/executive\\_summary.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/executive_summary.pdf)
  - National Research Council. (1997) *Science Teaching Reconsidered: A Handbook*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/5287>
  - Neidorf, T. (2019) Student Misconceptions and Errors in Physics and Mathematics. Springer Nature ISBN 3030301885, 9783030301880
  - Osborne, J.& Dillon, J. (Eds.) (2010). Good practice in science teaching: What research has to say, Philadelphia: Open University Press
  - Park, Y. (2004) Teaching and Learning of Physics in Cultural Contexts: Proceedings of the International Conference on Physics Education in Cultural Contexts : Cheongwon, South Korea, 13-17 August 2001, Korea: World Scientific
  - Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory. New York: Continuum. pp. 1-12.
  - Rogers, B. (2018) The Big Ideas in Physics and How to Teach Them: Teaching Physics 11–18. Routledge,
  - Ronen, I. (2018) Misconceptions in Science Education: Help Me Understand, Cambridge Scholars Publishing,
  - Science curriculum resource handbook: a practical guide for K-12 science, Kraus International Publications, 1992 NCE curriculum
  - Sharma, R.C. (2013). Modern Science Teaching .Dhanpat Rai Publishing Company Ltd. New Delhi, pp.168-250
  - Sunal, D.W. (2019) Physics Teaching and Learning: Challenging the Paradigm, Charlotte NC: Information Age Publishing
  - Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
  - Trostli, R. (1995) Physics is Fun: A Sourcebook for Teachers Spiral-bound – Import, Octavo Editions
  - Turner, T. & Dimatea, W. (1998) Learning to Teach Science in Secondary School, Routledge Publication, USA.
  - UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
  - UNESCO (2015) UNESCO SCIENCE REPORT: Towards 2030, Paris: UNESCO Publishing
  - UNESCO (December 2010) Guidelines for textbook review and analysis from a gender perspective. Geneva : UNESCO Publishing. <https://docs.iiep.unesco.org/peic/2748.pdf>
  - UNESCO Institute for Statistics. (2015) Women in Science. Available: <http://www.uis.unesco.org/ScienceTechnology/Documents/fs34-2015-women%20in%20science-en.pdf>
-

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- Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers.
  - Wellington, J. & Osborne, J. (2001) Language and literacy in science education. Philadelphia: Open University Press
  - Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge
  - Yadav, M.S. (2002) Teaching of Science, Amol Publications.
  - <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
  - [http://cbseacademic.nic.in/web\\_material/CurriculumMain20/SrSecondary/Physics.pdf](http://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Physics.pdf)
  - <https://www.youtube.com/watch?v=wcf0pZzUjEs>
  - <https://www.youtube.com/watch?v=rLJ16LQ2t5c>
  - <https://www.youtube.com/watch?v=MYuh5yErdFA>
  - <https://www.youtube.com/watch?v=FbaXQ8u6IP8>[http://phys205.physics.tamu.edu/WebPageDocuments/Article\\_UsingInquiry.pdf](http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf)
  - [http://sbcf.fr/docs/The\\_Teaching\\_of\\_Science-Ch\\_7\\_march2011-Bybee.pdf](http://sbcf.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf)
  - <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
  - <https://www.youtube.com/watch?v=5gdSZorjKSQ>
  - <https://www.youtube.com/watch?v=4-1JvVCWtIg>
  - <https://www.youtube.com/watch?v=BnlCQ45f7KM>
  - <http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>

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**COURSE EDBBTY2: PEDAGOGY-I (A): SOCIAL SCIENCE**

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**COURSE OUTCOMES:**

<b>MARKS: 50   CREDITS: 2   3 Hrs./wk</b>
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**B.Ed. Second Semester Students will be able to –**

- CO 1.** Develop understanding of various approaches to teaching social science
- CO 2.** Analyze various methods and determine their appropriateness for teaching social science
- CO 3.** Analyze various techniques of teaching social science
- CO 4.** Identify appropriate techniques for teaching social science
- CO 5.** Develop knowledge about various support materials and develop them
- CO 6.** Determine appropriate teaching aids for teaching social science
- CO 7.** Develop the skills needed for teaching of social science.
- CO 8.** Plan social science instruction.

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**UNIT I: APPROACHES AND METHODS OF TEACHING SOCIAL SCIENCES**

- Approaches and Methods in Teaching Social Science
- Some Approaches in Teaching Social Science: Particular to General, Concrete to Abstract, Simple to Complex, etc.
- Some Methods in Teaching Social Science: Lecture, Discussion Method, Project Method, Source Method, Social Recitation Method

**UNIT II: TECHNIQUES OF TEACHING IN SOCIAL SCIENCE**

- Meaning of Techniques
- Deciding Appropriate Techniques in Teaching Social Science
- Some Techniques in Teaching Social Science: Narration, Questioning, Field Trip, Story Telling, Role Playing and Simulation, Dramatization etc.

**UNIT III: TEACHING AIDS IN SOCIAL SCIENCE**

- Deciding and Developing Appropriate Teaching Aids
- Projected and Non-Projected Aid
- Audio, Visual and Audio-Visual Aid

**UNIT IV: TEACHING A SOCIAL SCIENCE LESSON**

- Deciding and Framing the Objectives of Teaching-Learning
- Reflection on Teaching Skill
- Reflection of Teaching- Planning of Lesson

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Dramatization an Historical/Political/Economical/Environmental etc. events
- Role Playing an Historical/Political/Economical/Environmental etc. events
- Making Story about an Historical/Political/Economical/Environmental etc. events
- Construction of lesson plan
- Delivering the model social science lesson

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**MODE OF TRANSACTION:** Lecture, discussion, workshop, seminar, assignment, presentation by students

**Suggested Readings/Learning References:**

- Agrawal, J.C. Teaching social studies, vikas publishing house pvt.Ltd. New Delhi
- Singh Rampal Samajikadhyayankashikshan, laxminarayanagrawal, Agra
- Tyagi, Gurusharan Teaching of Social Science, VinodPustak Agra.

- 
- James Fleming            The teaching of Social studies in Secondary      School, Longman, Greon & Co, London.
  - Bining & Bining            Teaching of social studies in the Secondary school, McGraw Hill Book Co. New York.
  - Sharma, A.P.    Teaching of Social Studies and Civics, Gaya Prasad & Sons, Agra.
  - Ralph, C. Preston      Teaching Social Studies in the Elementary School (New York, Rinehart & Company).
  - Maurice, P. Hunt      Teaching High School Social Studies (Harper Lawrance E. Metcalf & Brothers, Publishers, New York).
  - John Jarolim            Social Studies in Elementary Education (The Macmillan Co., New York).
  - Kochhar, S. K.    The Teaching of Social Studies, Sterling Publishers, Delhi, 1963.
  - Forrester, I. F.    Introducing Social Studies (Orient, Long Mans, Bombay) 1956.
  - NCERT, (2006).      *National Curriculum Framework- 2005*, NCERT. New Delhi.
  - NCERT, (2005).      *'Focus Group Report' Teaching of Social Science* NCERT New Delhi.
  - Gupta, R.              The methods of teaching Social Studies
  
  - Web content
  - You-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/point

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**COURSE EDBBTY3: PEDAGOGY-I (B): BIOLOGY**

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**COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk****B.Ed. II semester students will be able to:**

- CO 1.** analyze the meaning and nature of biological science for determining aims and strategies of teaching-learning Biology.
  - CO 2.** describe and implement various approaches of teaching-learning of biological science.
  - CO 3.** implement the process skill in science and role of laboratory in teaching-learning.
  - CO 4.** use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of biological science and formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects.
  - CO 5.** use competencies for teaching, learning of biological science.
- 

**UNIT I: CONCERNS AND OBJECTIVES OF BIOLOGY**

- Concerns (Nurturing natural curiosity of observation and drawing conclusion enhancing science process skills, stimulating creativity and inventiveness in biology, mastery learning: a vision for biology education,)of biology.
- Objectives of teaching biology at secondary level
- \*Writing specific objectives in different content areas.

**UNIT II: CURRICULUM AND PLANNING**

- Biology curriculum: concept, and principles;
- Differentiating between curriculum and syllabus. Analysis of biology syllabi of NCERT and States/UTs at secondary level\*
- \*Concept, importance and Basic elements of lesson plan, implications of TPCK in teaching Biological science

**UNIT III: METHODS AND APPROACHES**

- Inductive and Deductive approaches: characteristics, merits & limitations
- Conventional Methods: Lecture cum Demonstration-characteristics, merits & limitations, ways to make them effective
- Innovative strategies involved in improving instructional process: \*Concept maps, activity-based learning, collaborative learning, cooperative learning and brainstorming, Collaborative learning strategies- cooperative learning
- Constructivist approaches – meaning, basic considerations, five ‘E’s of constructivist teaching.

**UNIT IV: INSTRUCTIONAL SUPPORT**

- \*Teaching Aids: concept, types, effective use, use of multimedia in learning biological concepts.
  - exploring alternative sources; Use of ICT experiences in learning biological science (\*use of online resources), audio-visual materials- exploring 3D and graphic techniques available.
  - Textbooks: characteristics of a good biology textbook, Analysis of textbooks\*.
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**MODE OF TRANSACTION:** lecture cum discussion, Demonstration, group activity/projects, presentation by students, flipped and blended mode learning as & when required.

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**PRACTICUM**

- Critical analysis of a biology text book.
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- Identification of various online resources in biology teaching
  - Comparing syllabus of state board with the syllabus of national/ international organization.  
(\* topics will be dealt under practicum)
- 

**Suggested readings/Learning references:**

- 
- Bremmer, J. Teaching Biology
  - Carin, R.A. Teaching Science through discovery
  - Green, T.L. Teaching of Biology in Tropical Secondary Schools
  - Miller, D.F. and Blaydes, G.W.: Methods and Materials for Teaching Biological Sciences
  - UNESCO New Trends in Biology Teaching
  - Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
  - Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
  - Kulshrestha, S. P JeevVigyanShikshan ,Lyall Book Depot, Meerut
  - Rawat, D. S. Vigyanshikshan, VinodPustakMandir, Agra.
  - UNESCO Essential of learning in Environment.
  - NCERT, (2006). *National Curriculum Framework-* 2005, NCERT. New Delhi.
  - NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.
  - <https://nroer.gov.in/home>
  - [https://onlinecourses.swayam2.ac.in/nou22\\_ed04/preview](https://onlinecourses.swayam2.ac.in/nou22_ed04/preview)
  - [https://onlinecourses.swayam2.ac.in/nou22\\_ed03/preview](https://onlinecourses.swayam2.ac.in/nou22_ed03/preview)
  - <https://epgp.inflibnet.ac.in/>

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**COURSE EDBBTY4: PEDAGOGY–I (B): MATHEMATICS**

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**COURSE OUTCOMES**

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

**B.Ed. Second Semester Students will be able to: -**

- CO 1.** Decide what to teach, and how to teach in Mathematics for school
- CO 2.** Effectively plan physics lessons in the socio-cognitive context of secondary learners
- CO 3.** Explain the psychological basis of different approaches for teaching
- CO 4.** Develop strategies to make the teaching-learning of physical science meaningful

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**UNIT- I- INSTRUCTIONAL OBJECTIVES IN MATHEMATICS**

- Meaning of Instructional objectives
- Formulation of instructional objectives in behavioral terms with respect to Arithmetic, mensuration, Trigonometry, angles, set theory and statistics
- Relationship between specific objective and general objectives

**UNIT- II- PLANNING IN MATHEMATICS**

- Meaning and concept of planning
- Types of planning in mathematics- Annual, Unit and Lesson Plan
- Steps of planning
- Text books of mathematics and teachers

**UNIT- III- MAXIMS AND METHOD OF TEACHING MATHEMATICS**

- Maxims of Teaching
- Methods of instruction in mathematics- Analytical, Synthetical, Inductive- Deductive, problem solving, Demonstration, Project method
- Advantage and limitation of method
- Mathematics Club

**UNIT- IV- TECHNIQUES IN MATHEMATICS TEACHING**

- Techniques of meaningful learning in mathematics- Importance and implementation
- Oral, Written, Drill and Home-work
- Self-study, Group- study, Supervised- study
- Teaching- Learning material in mathematics- PLM
- Teaching Aids concept and types- Audio- Visual

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**Practicum:**

- 1-Preparation of five effective lesson plans on mathematics
- 2-Teaching of two lesson plan through internet/Online
- 3-Use of Computer in Teaching of Mathematics.
- 4-Use of Mathematics activities for recreation.
- 5-Development and use of Mathematics laboratory.
- 6-Prepare mathematical activities in the context of socio-cultural aspects.

**MODE OF TRANSACTION**

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**Suggested readings/Learning references:**

- Kulshreshtha, A K *Teaching of Mathematics*, Meerut ,R L Book Depot.



- Jain, S.H.      *GanitShikshan*.Jaipur.Raj.HindiGranthAcandmy.
- Kapoor, J.N.    *VidhyalayaGanitkeliyesauprayog*.New Delhi Arya book depot.
- Mangal, S.K.      *Teaching of Mathematics*- New Delhi Arya book depot.
- Rawat, M.S.,      *Teaching of mathematics*- Agra, Vinodpustakmandir.
- Siddhu,K.S.      *Teaching of mathematics*- New Delhi Sterling Pub.
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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**COURSE EDBBTY5: PEDAGOGY–I (B) ENGLISH**

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**COURSE OUTCOMES**

<b>MARKS: 50   CREDITS: 2   3 Hrs./wk</b>
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B.Ed. Second Semester students will be able to:

- CO 1.** explain the nature of English language
  - CO 2.** describe various pedagogical approaches
  - CO 3.** exemplify the basic concepts of prose, poetry and grammar
  - CO 4.** analyze the teaching learning process in English language
  - CO 5.** plan teaching skills English language
  - CO 6.** inculcate good listening, communication, reading, writing and habits
- 

**UNIT I: NATURE OF ENGLISH LANGUAGE**

- Language Nature, concept, types (verbal & non-verbal), functions
- The aims and pedagogical principles of teaching English language as a second language.
- Multilingualism as a resource
- Diverse social context of the learner for constructing knowledge of English language

**UNIT II: LANGUAGE AND PEDAGOGICAL APPROACH**

- Prose: Non fictional, Fictional, Heroic
- Poetry: Ode, Ballad, Sonnet, Elegy, Lyric; Figure of speech (hyperbole, irony, metaphor, simile, personification)
- Grammar: Descriptive and Prescriptive
- Methods and Approaches: Grammar and translation method, Direct and Bilingual method
- Structural Approach, Communicative Approach, Constructivist approach, Eclectic approach

**UNIT III: PLANNING AND TEACHING SKILLS**

- Teaching spelling
- Objectives of Teaching prose, poetry, grammar, composition
- Lesson planning prose, poetry, grammar, composition
- Audio-visual aids in English Language Teaching (ELT): Its importance, types and its usage

**UNIT IV: INCULCATION OF HABITS**

- Listening comprehension
  - Communication Habits
  - Good reading Habits
  - Good writing Habits
  - English Language Lab: Concept and Importance
- 

**PRACTICUM**

- Prepare a dictionary
  - Prepare any audio-visual aids for 8th std.
  - Prepare Lesson plan of prose, poetry, grammar through the use of ICT
  - Develop Instructional (Teaching Learning) Material
  - Prepare audio visual clip/program of inculcation of communication/listening/reading habits.
  - Prepare a project on English Language Lab
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**MODE OF TRANSACTION**

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**Suggested Readings/Learning References**

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- Krishnaswamy, N. & Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Pvt Ltd, New Delhi
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Anderson, A. and Lynch, T. (1988) Listening, Oxford University Press, Oxford.
- Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- Nuttall, Christine (1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.
- Chall, J.S. (1983) Stages of Reading Development, McGraw-Hill Book Company, New York.
- Pincas A. (1982) Teaching English Writing, The Macmillan Press Limited, London.
- Makey, Sardra L. (1985) Teaching Grammar, Pergamon Institute of English, Oxford.
- Ur, Penny (1988) Grammar Practice Activities, Cambridge University Press, Cambridge
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

**COURSE EDBBTY6: PEDAGOGY-I (B): HINDI**

पाठ्यक्रम परिणाम:

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

बी एड द्वितीय सेमेस्टर के विद्यार्थी

- CO 1 x|का ऍवप एवं विश्लेषताओंका वणन करवगे
- CO 2 x|का पाठयोजना िनमाणकरवगे
- CO 3 i|का ऍवप िवर्षण करवगे
- CO 4 फा का पाठयोजना िनमाण कर करवगे
- CO 5 िहऱदी भाषा ऋयाकरण का ऍवपका िवर्षण करवगे
- CO 6 ँयाकरण िशेण के उहेंँय, महऱव एवं िविधयों का रचना करवगे
- CO 7 मॉडल ऑफ टीचिंग का िहऱदी िशेण ियोग करवगे
- CO 8 िहदं ी भाषा िशेण ऋसूचना संचार तकनीक का ियोग करने ऋ
- CO 9 भाषाई कौशल और उनका महऱव का वणन करवगे

**bdkbZ 1- x| f'k{k.k %**

- x|का ऍवप एवं विश्लेषताएं
- x|िशेण के उहेंँय, महऱव एवं िविधयों
- x|का पाठयोजना

**bdkbZ 2 | f'k{k.k**

- i|का ऍवप
- फा िशेण के उहेंँय, महऱव एवं िविधयों
- फा का पाठयोजना

**bdkbZ 3- ँयाकरण िशेण**

- िहऱदी भाषा ऋयाकरण का ऍवप
- ँयाकरण िशेण के उहेंँय, महऱव एवं िविधयों
- िहऱदी ँयाकरण का पाठयोजना

**bdkbZ 4- िहऱदी भाषा िशेण ऋनवाचार**

- भाषाई कौशल और उनका महऱव
- िहदं ी भाषा ऋ संचार तकनीक का ियोग िशेण ऋसू
- िहऱदी भाषा िशेण ऋ िशेण सहायक सामग्री का उपयोग एवं महऱव
- मॉडल ऑफ टीचिंग एवं िहऱदी िशेण

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

- fglhii | f'k{k.k dh i|B ;|stuk, | bdkbZ ;|stui
- x| f'k{k.k dh bdkbZ ,oai|B ;|stuk,
- ,diqLrd dh |eh{k
- iz'ui= fuekZ.k
- |gl;dllexz| ds iaspa|nk|s|kj|uk

MODE OF TRANSACTION: संदर्भित ऋत िशेण विधि का ियोग

**Suggested Readings/Learning references**

- |kbZ |sxsnz|tr| fgUnhHkk'kk'k{k.k] fousniqlrdeafnjvixji
- {f=; ds0 ekr'Hkk'kk'k{k.k ] fousniqlrdeafnjvixji
- ykyjeufcgkj| fgUnh'k{k.k]Lr|sxh|izdk'ku] esjB

- j?kqukFkfgUnhf" k{k.kfof/k] iat: jtya/j
- "kekZ y{eulji; .l] Hkk'kk" k{k.k dh fof?; i vSji iBfugstu sniqlrdeafnjvixji

- "pqDyjkelp\hz] fgUnhHkk'kk dk bfrgk ¼¼¼ ubZfnYyh
- पाँडेय आुतिकांत. हिंदी भाषा और इसका शिक्षण विधियाँ पब्लिक लिन्क याँइवेट सिटली
- Agnihotri, R.K.(2007).Hindi: An Essential Grammer. London: Routledge.
- WWW- As per required websites for concern topic.
- You -Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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**COURSE EDBBGA1: DRAMA & ART IN EDUCATION**

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**COURSE OUTCOMES**

MARKS: 50   CREDITS: 2   4 Hrs./wk
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**B.Ed. Second Semester students will be able to -**

- CO 1.** Compare different forms of art in given situation
- CO 2.** Summarize the role of art in human life and teaching learning process.
- CO 3.** Plan creative initiatives for better learning in the given content/subject.
- CO 4.** Implement learned art and drama techniques in the teaching of content/subject allotted.
- CO 5.** Organize different curricular and curricular events for developing critical thinking of the learner.
- CO 6.** Infer Art as a medium of expression.
- CO 7.** Attribute the role of Art as a medium of perception and reflection in teaching learning process.
- CO 8.** Produce Art as an alternative language to experience and communicate concepts in teaching-learning for the given content/subject.

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**WORKSHOP-I: UNDERSTANDING ART AND CREATIVE PLAY –Suggested themes:**

- Nature, need & importance, values, different forms of art (Aesthetic, Visual and Performing Art)
- Building imagination, memory, associative thinking by Designing games and conducting intra–inter group games involving
- Interconnecting different forms of art like music, dance, fine arts, performing arts
- Interconnecting Indian festivals and their artistic significance.

**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 on any of the following themes suggested: Child and education, being a teacher, School and society, crisis in adolescence, social issues, any concept of a school subject area

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

- Engagement in and designing of and explaining evaluation schemes for any **four** of the following activities focusing on color, textures, form, composition and thematic content: Poster making, origami and paper crafts, drawing comic strips or books, screen painting (pat chitra), pottery, terracotta, carving, collage, Local folk paintings, mehndi, cone painting/murals/etc., candle/diya making, paper mechhe, low cost and innovative teaching learning material.

**WORKSHOP-IV: INTEGRATING DIFFERENT ART FORMS IN TEACHING LEARNING PROCESS –Suggested themes:**

- Identification of local performing art forms and their integration in teaching – learning.

- Listening/viewing performing art forms of music, dance, puppetry and theatre.
- Evaluation strategies; assessing the different forms of Art.
- Including Music into school situations: Prayer (All faith prayers, Patriotic), Games, etc.

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**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 (IV) Individual and Group Presentation

**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.

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**Practicum:**

1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report.
2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama.
4. Organize a show on dance, music or dramas.
5. Organize curricular and cocurricular activity during the school visit.
6. Preparation of Scrap book.
7. Prepare an art form from workshop III topics and submit the same.

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**Suggested Reading/References/Online resources**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Dewey, J. (1934). *Art as experience*. New York: Minton.
- Reed, H. (1968). *Education through art*. New York: Faber and Faber.
- Eisner, E. W. (1972). *Educating artistic vision*. New York: Macmillan.
- John, B., Yogin, C., & Chawla, R. (2007). *Playing for real: Using drama in the classroom*. New York: Macmillan.
- Jefferson, B. (1969). *Teaching art to children – Continental view point*. Boston: Allyn Bacon.
- Tagore, R. (1962). *Lectures and addresses*. New Delhi: Macmillan.
- Coomaraswamy, A. K. (1974). *Christian and oriental philosophy of art*. New Delhi: MunshiramManoharlal.



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**COURSE EDBBEF1: SCHOOL VISIT-II (UPPER PRIMARY TO HIGHER SECONDARY)**

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**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2 weeks**

To help the prospective teachers to:

**CO-1** understand different types of interaction going on in an actual classroom

**CO-2** be able to reflect various skills in an integrated fashion

**CO-3** have a critical reflection on how to be an effective teacher

**CO-4** get acquainted with various types of school activities and their role in education process

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After an exposure to the school system as a whole, the second phase of school visit purports to bring the prospective teachers in close observation of the actual classroom teaching in various kinds of schools. While they are practising the teaching skills, newly introduced to them, they are expected to observe the teaching strategies adopted by the school teachers, their classroom management strategies to understand the factors leading to effective teaching. Moreover, it is expected that they observe the innovations, styles, and effectiveness of teaching to incorporate in their own teaching. They may also see the laboratory activities and other co—curricular activities related to their subject. They are expected to present a report of their observation and reflection on the following points:

- Methodologies used
- Nature and Level of student—teacher interaction
- Student participation
- Resources used
- Whether constructivism followed
- Student interest
- Innovations
- Student motivation for higher order thinking
- Issues of discipline, homework, evaluation
- Nature of Lab work and student-teacher interaction in lab
- Any other relevant aspect related the subject chosen

This phase also gives scope to the students to visit various schools that are different in nature than the normal schools, for example, innovative schools, vocational schools, schools for orphans and marginalised sections, adult schools, special schools, etc. This is expected to widen their view of education, understand various requirements in educational sector, appreciate the leadership of educationists working in such different sectors and look into themselves to be prepared for such services.

## **COURSE EDBBGF2: PRACTICING TEACHING SKILLS**

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### **COURSE OUTCOMES:**

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

To help the prospective teachers to:

**CO1.** understand the significance of various skills that the teachers may use for making teaching effective

**CO2.** analyse the use of various skills part by part and focus on mastering them

**CO3.** integrate skills in their teaching for effective communication and classroom learning

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This will be a hand-on practice session for the basic teaching skills in a small peer group simulated condition. It is expected to break the inertia among the prospective teachers and build up confidence on the fundamental processes of teaching within the classroom interaction situation. The prospective teachers will be expected to think over, plan and practice some of the basic skills required for an effective teaching-learning to ensure active student participation in the learning process. Some of the skills to be practiced are the following:

- Framing instructional objectives for different approaches of teaching
- Exposing or introducing a new topic or theme for learning and connecting with previous knowledge by engaging the students into some physical or mental activity
- Exploring and developing any concept with the help of students
- Explaining a concept to the students drawing appropriate examples in various subject areas
- Appropriate Questioning for ensuring active participation of all
- Assessing learners and encouraging higher level thinking through appropriate probing
- Making students explain their own learning
- Creating situations for students to extend or elaborate their learning to new situations
- Evaluating learning and helping students to assess their own learning
- Motivating students
- Handling teaching aids
- Working on Blackboard: basics, developing concept maps or diagrammatical structures

## **COURSE EDBCTT1: ASSESSMENT & EVALUATION**

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### **COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

**B.Ed. Third Semester students will be able to -**

- CO 1.** compare measurement, assessment and evaluation
  - CO 2.** Explain various issues in assessment and evaluation.
  - CO 3.** implement trend in assessment and evaluation for examine the learners.
  - CO 4.** differentiate the use of various assessment tools.
  - CO 5.** execute various data analysis technique for reporting learner performance.
- 

### **UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION**

- Measurement, Assessment and Evaluation: Concepts; Differences
- Clarification of the terms- Appraisal, Test and Examination,
- Distinction between 'Assessment of Learning-' (summative) and 'Assessment for Learning'-(formative)
- Instructional objectives in three domains- cognitive, psychomotor and affective

### **UNIT 2: RECENT TRENDS IN ASSESSMENT AND EVALUATION**

- Marking and Grading System. Semester System. Open Book Examination System. On Demand
- Examination. Online Examination. Choice Based Credit System (CBCS)
- Continuous and comprehensive assessment (CCE).

### **UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING**

- Assessment tools
- Kinds of tasks: projects and assignments
- Kinds of Achievement tests and their constructions (teacher made, standardized)
- Quantitative and qualitative aspects of assessment: Appropriate tools for each (in brief).

### **UNIT 4: DATA ANALYSIS, FEEDBACK AND REPORTING**

- Graphical representation of data; Types of Graphs & its use.
- Measures of Central tendency(in brief)- Comparison of Mean, Median and Mode. Selection of appropriate average for use.
- Percentile & percentile rank –calculation and uses
- Types of teacher feedback (written comments, oral); Peer feedback
- Developing and maintaining a comprehensive learner profile; anecdotal records, progress reports, portfolios, rubrics

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**MODE OF TRANSACTION:** Lecture, discussion, power point presentations.

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**PRACTICUM:**

- Preparation of a rubrics/ portfolio/anecdotal record
  - Preparation of a teacher made test
- 

**Suggested Reading/References/Online resources:**

- Asthana, Bipin & Agrawal, R.N.: Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra.
- Bloom & Krathwohl Taxonomy of Educational Objectives Handbook II, Affective Domain, 1964
- Ebel, R.L. Essentials of Educational Measurement; Prentice Hall, New Jersey, 3rd Ed. 1979
- Anastasi A. Psychological Testing (4th edition), New York, McMillan Pub Co, 1976
- Bhargava, M. Mapan Evam Mulyankan, Bhargava Publication
- Cronbach L J. Essentials of Psychological Testing (3rd edition), New York, Harper & Row publishers, 1970
- Edwards A. L. Techniques of Attitude Scale Construction, Bombay, Feiffer & Simons private Ltd, 1975
- Freeman F. S. Theory and Practice of Psychological Testing, (3rd Ed.), New Delhi, Oxford & IBH Pub. Co., 1976
- Gupta, S.P. Mapan Evam Mulyankan, New Delhi, Sharda Prakashan
- Harper (Jr.) A. E. & Harper E.S. Preparing Objective Examination, A Handbook for Teachers, Students and Examiners, New Delhi, Prentice Hall, 1990
- Linn, R.L. & Gronlund, N.E. Measurement and Assessment in Teaching, Pearson Education pvt. Ltd. (Singapore), Indian Branch, 482 F.I.E., Patanj, Delhi, 110092, India.
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathshala- As per topic/points
- Books- As per standard of content

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**COURSE EDBCTY1: PEDAGOGY–II (A): PHYSICAL SCIENCE**

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**COURSE OUTCOMES**

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

**B.Ed. Third Semester students will be able to**

- CO 1.** critically reflect upon physical science curricula and co-curricular in schools
  - CO 2.** identify various possible teaching-learning resources to be used in instructional planning for various purposes
  - CO 3.** critically analyze and reflect upon the suitability of school textbooks of physical science and to select, and effectively use textbook as a resource
  - CO 4.** use popular media in curricular and cross-curricular purposes
  - CO 5.** identify and meaningfully organize co-curricular activities related to physical science
  - CO 6.** plan, design and provide effective laboratory experience for operant and exploratory experimentation and learning
  - CO 7.** develop various strategies on different dimensions of evaluation
  - CO 8.** diagnose students' misconceptions through various techniques
- 

**UNIT I: PHYSICAL SCIENCE CURRICULUM**

- Understanding the structure of school curriculum and syllabus in the context of Physical Science (thematic and topical designs; elements of subject content, skills, attitudes; integrated curriculum, cross curricular scope, and other issues)
  - Critical study of the School Curriculum of Science and syllabus in reference with Physical sciences at Secondary level as per NCF-2005 (discussion should bring in comparison with the same curricula given by various national, state and international agencies)
- 

**UNIT II: CURRICULAR RESOURCES FOR TEACHING-LEARNING PHYSICAL SCIENCE**

- Role of Textbook and suitable structure of its contents (along with text, examples, diagrams, etc.), evaluation components and language, Criteria of a good textbook as a potential resource in Indian context
  - Physical science laboratory: Design, basic requirements; Conducting experiments: shift from confirmatory to exploratory approach, safety measures
- 

**UNIT III: EXTENDED RESOURCES FOR TEACHING-LEARNING IN PHYSICAL SCIENCE**

- Co-curricular activities in physical science: meaning of co-curriculum, role & planning of CCA
  - Popular media (like, News Papers, etc.) as a resource for popularization of science (in contexts like, major scientific issues across the nations, indigenous sciences, contemporary scientists, scientific literacy and scientific communication, etc.)
-

#### **UNIT IV: EVALUATING STUDENTS LEARNING IN PHYSICAL SCIENCE**

- Dimensions of evaluation in physical science; Subjective and objective type evaluation, preparing blue-print for teacher made tests; technology assisted tools for assessment
  - Understanding students' Misconceptions in science learning; Role of language, daily life experience, teaching-learning experience, diagnosing misconceptions (through tools like questionnaire, concept maps, concept cartoons, etc.)
- 

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

- Critical analysis of the school textbooks of CBSE and state boards
  - Critical Analysis of a given Text Book
  - Design and plan for a co-curricular activity for a particular class and simulate
  - Preparing objective and subjective items for achievement testing
  - Preparing online tests for assessments
  - Designing diagnostic tool to identify misconceptions
  - Case-study for explaining misconceptions
- 

**MODE OF TRANSACTION:** Lectures, Video clips, Discussion, Small group activity/projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

#### **Suggested Reading/References/Online resources:**

- Abell, Sandra K. & Lederman, Norman G. (2007) Handbook of Research on Science Education, Volume 1, Psychology Press,
  - Angela Di Michele Lalor (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
  - Braund, Martin. (2012). Performing Science: Teaching physics, chemistry and biology through drama..
  - Das, R.C. (2007) *Science Teaching in Schools*. New Delhi: Sterling Publishers Private Limited.
  - Department of Gender Studies, NCERT () Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan: An Overall Report
  - Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: Routledge Palmer.
  - Eilam, B. & Gilbert, John K. (Eds.) (2014) Science Teachers' Use of Visual Representations. Switzerland : Springer International Publishing
  - Gibbs, K. (2011) The New Resourceful Physics Teacher: Creative Ideas and Experiments for Physics Teaching, School physics Publications
-

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- Gupta, A. (1978) New UNESCO source book for science teaching. New Delhi: Oxford & IBH Publishing house. <http://www.arvindguptatoys.com/arvindgupta/unesco-source-new.pdf>
  - Heywood, D. & Parker, J. (2010) The Pedagogy of Physical Science (Contemporary Trends and Issues in Science Education) Springer
  - Kalra, R. M. (2008) Science Education for Teacher Trainees and In-service Teachers: Learning to Learn Modern Science, New Delhi: PHI Learning Pvt. Ltd.,
  - Kerkhoven, A.H., Russo, P. Land-Zandstra, A.M., Saxena, A and Rodenburg, F. J. (2016) Gender Stereotypes in Science Education Resources: A Visual Content Analysis. PLoS One. 11(11). doi: 10.1371/journal.pone.0165037
  - Lagu, R. G. (Eds.) (2007) Experiments are fun, Oxford University Press.
  - Lagu, R. G. (Eds.) (2009) How and why in Science : Senior series Book 2, Oxford University Press
  - Lalor, Angela Di, M. (2016) Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success, Alexandria: Virginia: ASCD,
  - Lattery, M. J. (2016) Deep Learning in Introductory Physics: Exploratory Studies of Model-Based Reasoning (Science & Engineering Education Sources), Charlotte NC: Information Age Publishing
  - Liu, X. (2010) Essentials of Science Classroom Assessment: SAGE Publications, 2010
  - Mangal, S. K. (2019) *Pedagogy of Physical science*, New Delhi: Arya Book Depot
  - Mishra, K. K. (2004) Vigyan: MaanavkiiYashogatha, the Hindi version of Science:" A Human Saga" , Mumbai: HBCSE (TIFR)
  - Mishra, K. K. (2006) Lok-Vigyan: SamakaleenShaikshikRachanayen, HBCSE (TIFR), 152pp.
  - Mohan, Radha, (2019) *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
  - National Council of Educational Research & Training (2013), Pedagogy of Science: Physical science (Part-I & II) – Textbook of B.Ed., New Delhi: NCERT, [http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy\\_sci\\_partI.pdf](http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf)
  - National Council of Educational Research & Training NCERT (2006) National Curriculum Framework : 2005, New Delhi: NCERT
  - National Council of Educational Research & Training NCERT, (2005). Position Paper: National Focus Group on Teaching Science, NCERT: New Delhi
  - National Council of Educational Research & Training NCERT, (2006) Position Paper: National Focus Group on Exam Reforms, New Delhi: NCERT. [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/examination\\_reforms.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf)
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- Sharma, R.C. (2013). Modern Science Teaching .Dhanpat Rai Publishing Company Ltd. New Delhi, pp.168-250
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- <https://www.youtube.com/watch?v=wcf0pZzUjEs>



- <https://www.youtube.com/watch?v=rLJ16LQ2t5c>
  - <https://www.youtube.com/watch?v=MYuh5yErdfA>
  - <https://www.youtube.com/watch?v=FbaXQ8u6IP8>
  - [http://phys205.physics.tamu.edu/WebPageDocuments/Article\\_UsingInquiry.pdf](http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf)
  - [http://sbcf.fr/docs/The\\_Teaching\\_of\\_Science-Ch\\_7\\_march2011-Bybee.pdf](http://sbcf.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf)
  - <http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>
  - <https://www.youtube.com/watch?v=5gdSZorjKSQ>
  - <https://www.youtube.com/watch?v=4-1JvVCWtIg>
  - <https://www.youtube.com/watch?v=BnlCQ45f7KM>
  - <http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>
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**COURSE EDBCTY2: PEDAGOGY–II (A): SOCIAL SCIENCE**

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**COURSE OUTCOMES**

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

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

- CO 1.** develop social concerns and citizenship education
  - CO 2.** develop the ability to construct test items
  - CO 3.** develop evaluation ability in social science
  - CO 4.** develop the ability to construct test items
  - CO 5.** understand diagnosis and remedial teaching
- 

**UNIT I: SOCIAL CONCERNS**

- Social concerns and issues
- Citizenship education
- Developing citizenship skill

**UNIT II: EVALUATION IN SOCIAL SCIENCE**

- Meaning and Types of Evaluation in Social Science
- Evaluation techniques- Observation, Checklist, rating scale, anecdotal record etc.

**UNIT III: SOCIAL SCIENCE TEST ITEMS**

- Teacher made paper and pencil test
- Essay and objective type test items
- Preparing Blue print and Achievement Test

**UNIT IV: DIAGNOSIS AND REMEDIAL TEACHING IN SOCIAL SCIENCE**

- Meaning of Diagnosis and Remedial Teaching
  - Objectives of Remedial Teaching
  - Methods and the Strategies of Remedial Teaching
- 

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Preparing a diagnostic test
- Organizing a remedial class based on the diagnostic test conducted
- Prepare a blue print
- Construct the test items to assess learning in social science

**Suggested Reading/References/Online resources**

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- Balagopalan, S. Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyyar et al (eds.) Thinking diversity, building cohesion: a transnational dialogue on education, Amsterdam: Rozenburg Publications.

- Batra, P. (ed.) Social Science Learning in Schools: Perspective and Challenges, New Delhi: Sage.
- Bhattacharya, N. Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal. 67(1), 99-110.
- Billinge, M. et al. (eds) Recollections of a revolution: Geography as spatial science, London: Macmillan
- Bose, S. and Sardana, A. 'Teaching Economics in Schools', Economic and Political Weekly, August 9, 2008, pp 54-60.
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- Chakravarty, U. Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India', New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.
- Eklavya Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad: Eklavya.
- Geetha, V. et al. Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu. Nirantar: New Delhi
- George, A. and Madan, A. Teaching Social Science in Schools. Sage: New Delhi
- George, Alex M. Children's Perception of Sarkar: The Fallacies of Civics Teaching, Contemporary Educational Dialogue 1:2, 228-257 and published by Eklavya
- Hursh, W., D. and E. W. R. Democratic Social Education Social Studies for Social Change, New York: Falmer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, 135-148.
- Jain, M. Social Studies and Civics: Past and Present in the Curriculum, Economic and Political Weekly, 60(19), 1939-1942.
- John Dewey School and Society, chapter on Social Science
- Kumar, K. Learning From Conflict. Orient Longman: Delhi pp. 25-41, 79-
- Mehlinger, Howard D. (ed.) UNESCO Handbook of Social Studies. France: UNESCO Publications.
- NCERT Social Science Textbooks for classes VI – XII. NCERT: New Delhi
- NCERT Position Paper National Focus Group on Teaching of Social Sciences. NCERT: New Delhi
- Paliwal, R. et al 'On Contextualization of Curriculum' Contemporary Education-dialogue, Learning Curve, APF, 200..
- Ross, E. Wayne (ed.) The Social Studies Curriculum: Purposes, Problems and Possibilities. Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.
- Sunny, Yemuna. 'Experience and Science in Geography Education', Economic and Political Weekly, June 14, 2008, pp 45-49
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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**COURSE EDBCTY3: PEDAGOGY–II (B): BIOLOGY**

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**COURSE OUTCOMES**

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

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

- CO 1.** explain the principles of learning and the contemporary views on learning.
  - CO 2.** use the different community resources in biology.
  - CO 3.** explain the importance of planning field visits to different natural and manmade habitats.
  - CO 4.** identify different community resources available for biology teaching in their nearby environment.
  - CO 5.** differentiate between the process skills in science
  - CO 6.** organize biology laboratory and explain its importance in biology teaching.
  - CO 7.** plan development of scientific attitudes in learners.
  - CO 8.** construct appropriate assessment tools for evaluating learning of biological science.
- 

**UNIT I HOW STUDENTS LEARN? PSYCHOLOGICAL BASIS OF TEACHING & LEARNING BIOLOGY**

- Science process skills and contemporary perspectives on learning: Dewey, Ausubel, Bruner, Piaget & Vygotsky's view on learning (**brief**)
- Principles of learning

**UNIT II ENRICHMENT OF BIOLOGY EDUCATION**

- \* Field visits: concept, need & planning (as per grade level); Zoo, Sea shore life, Botanical Garden, etc.
- Identification and use of learning resources in biological science from immediate environment and community resources, Using community resources for biology learning; pooling of learning resources in school complex/block/ district level; Handling hurdles in utilization of resources.
- Enriching Biology teaching: virtual labs, & organization of science club.

**UNIT III: LABORATORY & RESOURCES IN BIOLOGY**

- Biology Lab: Need, Set- up/ Construction, Guidelines for organizing practical work, safety measures to be followed, assessment of laboratory work.
- \*Development and use of low-cost innovative aids, science kit.

**UNIT IV: ASSESSMENT IN BIOLOGY**

- Assessment: Formative & Summative; concept and need in reference to constructivist classroom.
  - \* Preparation of blueprint and preparation of different test items in biology, teacher made achievement test, diagnostic and remedial test in biology, concept & preparation.
- Modern assessment tools (rubrics, portfolios, online tools)

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

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## PRACTICUM

- Preparation of a report on the biology lab of the school, visited by the student during internship.
- Preparation of a question bank.
- Constructing a diagnostic test. (\* topics will be dealt under practicum)

## Suggested Reading/References/Online resources:

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- Bremmer, J. Teaching Biology
- Carin, R.A. Teaching Science through discovery
- Green, T.L. Teaching of Biology in Tropical Secondary Schools
- Miller, D.F. and Blaydes, G.W. Methods and Materials for Teaching Biological Sciences
- UNESCO New Trends in Biology Teaching
- Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Kulshrestha, S. P JeevVigyanShikshan ,Lyall Book Depot, Meerut
- Rawat, D. S. VigyanShikshan, VinodPustakMandir, Agra.
- UNESCO Essential of learning in Environment.
- NCERT, (2006). *National Curriculum Framework- 2005*, NCERT. New Delhi.
- NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.
- <https://nroer.gov.in/home>
- [https://onlinecourses.swayam2.ac.in/nou22\\_ed04/preview](https://onlinecourses.swayam2.ac.in/nou22_ed04/preview)
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- <https://epgp.inflibnet.ac.in/>

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**COURSE EDBCTY4: PEDAGOGY–II (B): MATHEMATICS**

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**COURSE OUTCOMES**

<b>MARKS: 50   CREDITS: 2   3 Hrs./wk</b>
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**The Third Semester Students will be able to:**

- CO 1.** identify various possible teaching-learning resources to be used in instructional planning for various purposes.
- CO 2.** critically analyzes and reflects upon the suitability of school textbooks of mathematics.
- CO 3.** use popular media in curricular and cross-curricular purposes.
- CO 4.** identify and meaningfully organize co-curricular activities related to mathematics.

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**UNIT-I- MATHEMATICAL CONTENT AND ITS INSTRUCTIONS**

- Nature of content in mathematics
- Use of content in instructional design
- Content mastery and its maintenance

**UNIT- II- INSTRUCTIONAL SKILLS OF MATHEMATICS TEACHERS**

- Meaning and content of instructional skill.
- Instructional Skill- Preparatory, Presentation and classroom management.
- Other Attributes- Regulatory, punctuality, Discipline and attitude towards teaching mathematics.
- Meaning and concept of CCE in mathematics

**UNIT- III- COMMUNICATION IN MATHEMATICS TEACHING**

- Meaning and concept of communication components.
- Types of Communication in mathematics class- verbal and Non-verbal
- How to make effective mathematics teaching through communication
- Construction and concept of Achievement test- preparation of blue print

**UNIT- IV- COMPUTER IN MATHEMATICS TEACHING**

- Basic Introduction of computer- CPU, Memory, Input- Output, Hardware and Software
- Interpretation of mathematical data through computer
- Preparation of tables through computer
- Types of questions- Subjective type and Objective type

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**PRACTICUM:** 1-Construction of CAI in mathematics for secondary students.

- 2- Preparation of three lesson plan of mathematics teaching through computer.
- 3- Preparation of evaluation sheet for CCE.
- 4-Conducting of Action Research for selected problems.
- 5-Development and try-out of Teaching-learning strategy for teaching of particular Mathematical concepts.

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**Suggested Reading/References/Online resources**

- Kulshreshtha, A.K. Teaching of Mathematics, Meerut. R L Book Depot
- Fuch, W.R. Mathematics for modern mind, New york: McMillan& comp.
- Clements D.H. Computer in early and primary education-, Prentice Hall,
- Saxena N.R.S. and Oberio S.C., Technology of Teaching- Meerut R. Lal Book Depot.
- Molenda Michel, Russel, J.D. et al Instructional media and the new technology of Instruction-: Mcmillan Publishing company, New york.
- Sharma, R.A. Technology of Teaching- Meerut, R. Lal Book Depot.
- Devnani K.K. Make Computer your Friend (Learning Computer). Agra. Part. IV friend publication.
- WWW- As per required websites for concern topic.
- YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content.

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**COURSE EDBCTY5: PEDAGOGY–II (B) ENGLISH**

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**COURSE OUTCOMES**

<b>MARKS: 50</b>	<b>CREDITS: 2</b>	<b>3 Hrs./wk</b>
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B.Ed. Third Semester students will be able to:

- CO 1. explain the characteristics and principles of curriculum construction
  - CO 2. develop the understanding of the qualities and role of English language teacher
  - CO 3. organize co-curricular activities in English language teaching
  - CO 4. implement continuous and comprehensive evaluation (CCE)
  - CO 5. analyze the process of evaluation and assessment
- 

**UNIT I: SCHOOL CURRICULUM**

- Curriculum of English Language: characteristics and principles of curriculum construction
- Text Book of English Language: Criteria of good text book

**UNIT II: ENGLISH LANGUAGE TEACHER AND COCURRICULAR ACTIVITIES**

- Qualities of English Language teacher
- Role of English language teacher in teaching learning process
- Need of English teacher association for professional development
- Co-curricular activities in English language teaching; class magazine, language games
- Role of English Language teacher in organizing co-curricular activities

**UNIT III: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)**

- Diagnostic test: concept and importance
- Need and utility of remedial teaching
- Concept of continuous and comprehensive evaluation

**UNIT IV: EVALUATION AND ASSESSMENT**

- Evaluation of scholastic area
  - Assessment of Co scholastic aspects of students learning
  - Different types of tests; their advantages, limitations and suggestions for improvement
- 

**PRACTICUM**

- Preparation of Test papers/Question papers
  - Preparation of diagnostic test for 8thstd.
  - Prepare a report of co-curricular activities
  - Prepare a text book of English Language for 9thstd. of state board/CBSE/ICSE/IB to develop students' interest in Indian English writings.
  - Prepare a class magazine through the use of ICT
  - Prepare a report of constructing curriculum of English for 11th/12th std of CBSE to develop students social/moral understanding.
  - Prepare a report on the success and failure of CCE in secondary school.
- 

**Suggested Readings/Learning References:**

- Krishnaswamy, N. & Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
  - Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Pvt Ltd, New Delhi.
-



- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Anderson, A. and Lynch, T. (1988) Listening, Oxford University Press, Oxford.
- Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

**COURSE EDBCTY6 : PEDAGOGY–II (B): HINDI****COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

CO 1 fgUnhHkk'kkikB~;dzefuekZआ.क धंदारस, िसह्ांत एवं महँवका वणन करवगे

CO 2 िनमाणाँमक मडू यांकन, अथ, संकडपना एवं महँव ऒपँट करवगे

CO 3 िनकष संदिभत एवं मानक संदिभत परीणअथ यकृित एवं महँव का िववेचना करवगे

CO 4 िनकष संदिभत एवं मानक संदिभत परीणिनमाण करवगे

CO 5 िनदानाँमक एवं उपचाराँमक परीण का िनमाण एवं ययोग करवगे

**bdkbZ 1 % fgUnhHkk'kkikB~;dze**

- ilB~;dze dk vFkZ ,oaIiz;;
- fgUnhHkk'kkikB~;dzefuekZआ.क धंदारस, िसह्ांत एवं महँव

**bdkbZ: 2 िहँदी भाषा िशःण ऋमूयंकन**

- समू मडू यांकन, अथ, संकडपना एवं महँव
- िनमाणाँमक मडू यांकन, अथ, संकडपना एवं महँव
- वँतिनक एवं िवषयिनक मडू यांकन

**इकाई 3: िहँदी भाषा िशःण ऋपरीःण**

- िनदानाँमक एवं उपचाराँमक परीण का अथ यकृित एवं महँव
- िनकष संदिभत एवं मानक संदिभत परीणअथ यकृित एवं महँव

**इकाई 4: िहँदी भाषा ऋपरीःणिनमाण**

- िवषयिनक एवं वँतिनक yij: अथ, महँव एवं िनमाण
- नीलीछाया एवं yij py (िनिदानाँमक एवं उपचाराँमक परीण) िनमाण
- िनकष संदिभत एवं मानक संदिभत परीणिनमाण

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

- fud'kllUnfhZr ,oaekudllUnfhZr ijqRt&NRT½
- funukRed ,oamipjRed ijj{k(CRT&NRT½
- uhyhNk;k ,oaiz"ui= fuekZ.k
- ,diqLrd dhleh{k

**MODE OF TRANSACTIONसंदभाँनसु ार उपयुत शिण विधि का ियोग****llUnhZllwph&**

- HkkbZ ;lsxsnztrj fgUnhHkk'kkf"kk{k.k] fousniqlrdeafnjvixj
- {f=; ds0 ekr`Hkk'kkf"kk{k.k ] fousniqlrdeafnjvixj
- Ykyjeufcgkjh] fgUnh"kk{k.kjLrksxiizdk"ku] esjB

- j?kqukFkfgUnhf" k{k.kfof/k] iatc 1jtya/j
- "kekZ y{ehuljk;.k] Hkk'kkf" k{k.k dh fof?;k viSjiBfu;lstu] fousniqlrdeafnjvixjk
- पाँडेय ािु तकांत. िहऱदी भाषा और इसका िशेण िविधयाँ पि&लक लिनग ाइवेट िदली
- "kqDyjkpeUnz] fgUnhHkk'kkdkbfrgk BPH ubZfnYyh
- Hkk"kkEizkfrewY;kadu h-gLrksxh
- ukxjhfyfivkSjfgUnhorZuh&vuUrpks/kjh
- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Books- As per standard of content.

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## **COURSE EDBCGA1: READING & REFLECTING ON TEXT**

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### **COURSE OUTCOMES**

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

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

- CO-1 Develop reading comprehension
  - CO-2 Examine the pedagogy of reading and writing
  - CO-3 Analyze variety of texts for reading.
  - CO-4 Synthesize the relation of reading and writing
  - CO-5 Apply the best practices and strategies in their reading.
- 

#### **ACTIVITY- I: READING COMPREHENSION**

- Language Skills: Listening, Speaking, Reading and Writing
- Reading comprehension: Need and importance
- Types of reading; Intensive and Extensive reading, Loud and Silent reading

#### **ACTIVITY- II: PEDAGOGY OF READING**

- Levels of Reading- literal, interpretative, critical and creative
- Reading Techniques – Skimming and Scanning.
- Methodology of Reading

#### **ACTIVITY-III: READING VARIETY OF TEXTS**

- Reading of variety of texts: empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Importance of Different Texts in Curriculum

#### **ACTIVITY-IV: READING, WRITING SKILLS AND BEST PRACTICES**

- Different types of reading skills and strategies
  - Combining reading and writing leads to the development of critical skills
  - Analyze of various text structures: these contribute to the comprehension of a text
  - Writing with sense of purpose and audience; writing within the context of other's ideas
- 

#### **PRACTICUM**

- Workshop on reading variety of texts
  - Prepare a report on best practices in reading/writing texts with the help of ICT
  - Prepare a field note
  - Prepare pedagogical aspects of reading/writing
  - Draft a report on entire activities
  - Divide the group and provide one text and suggest students to make different interpretations
  - Design vocabulary games to enhance vocabulary
- 

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

- Bright, J. A., and McGregor, G. P. (1970). Teaching English as a Second Language. ELBS: Longman.
-

- Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.
- Hill, L. A., and Dobbyn, M. A. (1979). Training Course, Trainer's Book. London: Cassell.
- Hubbard, P., and Hywel, J. et al.(1983). A Training Course for TEFL.Oxford University Press.
- www- As per required websites for concern topic.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point

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**COURSE EDBCLF1: PSYCHOLOGICAL TESTING**

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**COURSE OUTCOMES**

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

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

- CO 1.** Organize psychological testing on students
- CO 2.** Classify and Calculate data scientifically
- CO 3.** Interpret the results and provide guidance if needed in desired direction

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The prospective teachers are expected to understand the psychology of school students to help them understand their qualities and guide them for future prospects and solve their problems. They have to conduct minimum **five** of the psychological testing in the following suggested areas:

- **Interest**
- **Aptitude**
- **Intelligence**
- **Aspiration**
- **Fear and Anxiety**
- **learning**
- **attitude**
- **Adjustment**
- **Reading Disorder**
- The evaluation will be based on their detailed learning how to conduct the test, record and analyze the findings, which will take place during the classes' (classroom performance) and the students would be required to submit their records on that particular day. The prospective teachers would have to administer the test on different subjects and submit the brief reports separately during the end exam which will be followed by a viva-voce.

## COURSE EDBCEF2: SCHOOL INTERNSHIP-I (UPPER PRIMARY TO HIGHER SECONDARY)

### COURSE OUTCOMES:

MARKS: 200	CREDITS: 8	8 weeks
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The Prospective teachers, after this field experience, will be able to

**CO-1** Understand the Broader concept of internship apart from the practice teaching.

**CO-2** Participate in the various types of activities in internship, as members of the school

**CO-3** Show competence in core teaching skills.

**CO-4** Become a reflective teacher capable of self-regulating learning to teach

In the two-year B.Ed. Programme, internship is professional preparation of a prospective teacher. The term internship refers to an arrangement under which a prospective teacher can acquire firsthand experience as a teacher in situation closely resembling those in which s/he would be working upon entering the profession. It has been designed to provide each student with a comprehensive experience similar to actual teaching and working as a full-time teacher in the cooperating schools in a block of 3<sup>rd</sup> and 4<sup>th</sup> semester. In this phase of Internship, the students are engaged in teaching-learning process at allocated school for least eight weeks. It shall be planned and coordinated by Department of Education, GGV, in cooperation with one or more school system under the supervision of a teacher nominated by the Head of the department or by the Head of the practicing schools or by any experienced teacher nominated by concerned school principals.

In this phase of internship in this semester includes a wide variety of experiences in one or more schools but with a major focus on managing classroom teaching.

- *Teaching-I*  
*Teaching of Sub-I (40 marks)*  
*Teaching of sub-II (40 marks)*
- *Teaching-II*  
*Teaching of sub-I (60 marks)*  
*Teaching of sub-II (60 marks)*

-Prospective teachers are expected to plan and execute classroom teaching in both of their chosen subjects I and II. They are expected to take at least one lesson in a working day and complete within the duration of 8 weeks, minimum 50 classroom lessons with nearly equal weight on both the subjects.

-It is expected that the Prospective teachers will put effort to integrate various skills to create learning environment that generates scope of students' active participation in the learning process, scope of higher order thinking rather than rote learning and constant motivation for learning taking care of the existing individual differences.

-Every Prospective teacher is expected to reflect upon his teaching experience in detail after each day's teaching to critically analyze the strength, flaws and possible corrections or alternative pathways to her/his own strategies for successful fulfillment of instructional objectives under the guidance of supervisor.

**-Evaluation:** The evaluation of the performance of the prospective teacher will include her/his sincere efforts, novelty and variety in teaching as well as the records of gradual improvements throughout the total period which will be regularly monitored by the concerned Departmental

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



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**COURSE EDBDTT1: SCHOOL MANAGEMENT AND LEADERSHIP**

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**COURSE OUTCOMES**

<b>MARKS: 50</b>	<b>CREDITS: 2</b>	<b>3 Hrs./wk</b>
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**B.Ed. Fourth Semester students will be able to –**

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

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

**UNIT II: FINANCIAL MANAGEMENT IN SCHOOLS**

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

**UNIT III: ORGANISATIONAL COMMUNICATION**

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

**UNIT III: LEADERSHIP IN EDUCATIONAL ORGANIZATION**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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### **Practicum:**

Understanding classroom diversity and reporting the same.

Preparation of model to Use ICT for teaching in inclusive situation

Preparation of a diagnostic test for inclusive Classroom.

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

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

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

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**Suggested Readings/Learning References:**

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

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

### **COURSE OUTCOMES**

<b>MARKS: 50   CREDITS: 2   3 Hrs./wk</b>
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#### **B.Ed. Fourth Semester students will be able to:**

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

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

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

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

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

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

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

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

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

- Visit to institution working for women/Visit to online website of NCW and prepare a report on it.
  - Where gender discrimination is: an analytical study of a village.
  - Gender issues in school education – case studies
  - Develop an awareness programme related to gender issues
  - Analysis of a particular film/advertisement/ newspaper with respect to representation of masculinity or femininity.
  - Responding to various forms of gender discrimination
  - Writing a report of growth of boys and girls of a village
  - Develop a programme for women empowerment in the context of Indian society
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**MODE OF TRANSACTION:** Lecture, Observation, field visit, a virtual visit to website, individual and group presentation, video lecture, and use of social media app.

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

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

- *Background Paper for the EFA Monitoring Report, 2003-04.* Gender and education for all: the leap to equality: 2004/ED/EFA/MRT/PI/78, Paris: UNESCO.
  - WWW- As per required websites for concern topic.
  - U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
  - Books- As per standard of content
  - Swayam ARPIT course material on Gender/Women Studies (Developed by Prof. Anisur Rahman, HRDC, Jamia Milia Islamia University, New Delhi)
  - WWW- As per required websites for concern topic.
  - YouTube Channel/ Moocs/OER/E-Pathsala- As per topic/points
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## **COURSE EDBDTD1: PEACE EDUCATION**

### **COURSE OUTCOMES**

MARKS: 50	CREDITS: 2	3
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#### **B.Ed. Forth Semester students will be able to:**

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

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

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

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

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

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

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

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

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

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



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

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**Suggested Readings/Learning References:**

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

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

### **COURSE OUTCOMES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Suggested Readings/Learning References:**

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

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

<b>MARKS: 50   CREDITS: 2   3 Hrs./wk</b>
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**The B.Ed. Fourth Semester students will be able to:**

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

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

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

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

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

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

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

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

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

- Presentation on legal problems in educational institutes related to children, women, reservation, implementation of RTE, national integrity or use of media
  - Study on offences faced by women, Girl–child in educational context
  - Presenting a report on newspaper cuttings/online news on offences in the context of education
  - Preparing merit–list on the basis of reservation policy
  - Presentation on legal provisions of RTE
  - Presentation on the Legal issues related to Public Servants and their duties
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**MODE OF TRANSACTION:** lecture cum discussion, Demonstration, group activity/projects, presentation by students, flipped and blended mode learning as & when required.

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

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

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

### **COURSE OUTCOMES**

<b>MARKS: 50  CREDITS: 2  4Hrs./wk</b>
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#### **B.Ed. Fourth Semester Students will be able to:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point
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**COURSE EDBDEF1: SCHOOL INTERNSHIP–II (UPPER PRIMARY TO HIGHER SECONDARY)**

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**COURSE OUTCOMES**

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

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

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

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

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

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

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



**COURSE : GENDER AND SOCIETY**

**CODE: EDBAMDT1**

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MARKS:100	CREDIT:03	HRS. 2TH+1P/TU
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**Examination Scheme:**

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

*End-semester Examination : 70 marks*

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

**COURSE OUTCOMES:**

**UG students will be able to:**

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

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

**UNIT -II SOCIAL CONSTRUCTION OF GENDER**

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

**UNIT III GENDER IDENTITY AND SOCIETY**

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

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

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

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

## UNIT V: GENDER ISSUES AND EDUCATION

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

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## COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

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

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## MODE OF TRANSACTION:

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

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

## Suggested Readings and Online Resources:

---

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

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

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

Perspectives on education and development: Revising

Education commission and after. NUEPA: New Delhi

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

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

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

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

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

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

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

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

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

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

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

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

- WWW- As per required websites for concern topic.

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

Books- As per standard of content

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

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

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**COURSE: PEACE EDUCATION**

**CODE: EDBAVAT1**

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

**Examination Scheme:**

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

*End-semester Examination: 70 marks*

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

**Course Outcomes:**

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

CO 1 explain the meaning and significance of Peace Education.

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

CO3 apply various strategies and methods for Peace Education

CO4 demonstrate non-violent behaviour in various contexts

CO5 assess the relationship between peace education and sustainable development

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

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

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

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

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

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

**Unit 4: Global Concerns for Peace**

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

**Unit 5: Promoting Peace and Harmony**

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

**PRACTICUM**

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

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

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

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

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



Department of Education  
Guru Ghasidas Vishwavidyalaya  
(A Central University)

Bilaspur, Chhattisgarh

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

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

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

#### **PROGRAMME OUTCOMES:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Develop knowledge and skills for professional development.

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

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



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

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

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

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

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

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

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

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

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

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

### Curriculum Framework:

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

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

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



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

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

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

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

### Weightage of Evaluation:

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

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

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

**Internal Examination Scheme:**

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

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**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

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**UNIT 1: Approaches to Human Development**

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

**UNIT 2: The Early Year**

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

**UNIT 3: Adolescence**

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

**UNIT 4: Theoretical Approaches to Development**

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

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

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

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**Suggested Reading/Learning Reference-**

- Berk, L.E. (2000) *Human Development. Tata McGraw Hill Company, New York*
- Brisban, E.H. (2004) *The Developing child, McGraw Hill USA*
- Cobb, N.J. (2001) *The child infants, children and adolescent. Mayfield Publishing Company New York*
- Hurlocl, E.B. (2005) *Child growth and development Tata McGraw Hill Company, New York.*

- Hurloc ,E.B.(2006)      *Developmental Psychology-A life span approach. Tata McGraw Hill Company, New York*
- Meece,J.S.&EcclesJ.L(EDS)(2010) *Handbook of Research on Schools,Schooling and Human Development New York*
- Mittal,S.(2006)              Child development-Experimental psychology. Isha book Delhi.
- Nisha,M(2006).              Introduction to child development Isha book, Delhi.
- Singh A.K.                      SikshamanovigyaanMotilal Publication Varanasi
- Santrock J.W.(2007)      Adolescence,Tata McGraw Hill Publishing Company New Delhi
- Santrock J.W.                  Child Development.Tata McGraw hill publishing company New Delhi

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**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

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**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).

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**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

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**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.

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**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

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**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

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



### Suggested Reading/Learning Reference-

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

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**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

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**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

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**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

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**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

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**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

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**Suggested Reading/Learning Reference-**

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

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**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.
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**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

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**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

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### **Transaction and Evaluation**

Lecture cum Demonstration, Tutorials, Assignments, Tests

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

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



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

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

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

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

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**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

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**UNIT 1: Human Learning**

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

**UNIT 2: Learning Process**

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

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

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

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

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

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**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

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**Suggested Reading/Learning Reference-**

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

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

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

**COURSE OUTCOMES**

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

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

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

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**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.

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**Practical/Field Engagement /Project work**

**Any one of the following**

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

### Suggested Reading/Learning Reference-

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

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**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

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**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.

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**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

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**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 – EHBITY3: 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

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**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.

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**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

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**Suggested Reading/Learning Reference-**

- Carey,L.M.(1988) *Measuring and Evaluating School learning*,Boston:Allyn and Bacon
- Chamber P(2010) *Teaching Mathematics*,SagePublication,Newdelhi
- Chaman,L.R.(1970)*The Process of Learning Mathematics*,Newyork:Pregamon Press.
- David A.H.(2007) *Teaching Mathematics Meaningfully:Solution for Reaching Struggling Learners* , Canada:Amazon Book
- David,W.(1998) *How ChildrenThink 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*,NewDelhi:neelkamal Publication
- Kumar,S.(2009)*Teaching Mathematics*,New Delhi :Anmol Publication
- Mangal , S.K.(1993)*Teaching of Mathematics*,NewDelhi: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 – EHBITY4:हहन्दी हलक्षण**

**पाठ्यक्रम के उद्देश्य –**

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

प्रस्तुत पाठ्यक्रम द्वारा बी.एड. विशेष वशक्षा-अवलगम अक्षमता के वलद्वार्थी इस योग्य होंगे वक-

- CO1-गद्य का स्ुरूप एल विशेषताओं का णलन करेंगे
- CO2-गद्य की पाठयोजना वनमाणकेंगे
- CO3-पद्य का स्ुरूप वलश्लेषर् करेंगे
- CO4-पद्य की पाठयोजना वनमाणर् कर करेंगे
- CO5-वहन्दी भाषा में व्याकरर् का स्ुरूपका वलश्लेषर् करेंगे
- CO6-व्याकरर् वशक्षर् के उद्देश्य, महत्ल एल वलवलयाँ की रचना करेंगे
- CO7-मॉडल ऑफ टीवचंग का वहन्दी वशक्षर् प्रयोग करेंगे
- CO8-वहन्दी भाषा वशक्षर् में स्लू ना संचार तकनीवक का प्रयोग करने में भाषाई कौशल और उनका महत्ल का णलन करेंगे

**इकाई १ : भाषा ,हहन्दी भाषा की प्रकृ हल एवं प्रयोज्यता और पाठ्यवस्ु संवर्धन**

- भाषा का प्रत्यय और उपयोगता, बोली और मानक भाषा का प्रत्यय ।
- भाषा का क्पाएल एक उपकरर् के रूप में इसका उपयोग तर्था भाषा अध्यापन के वसदुांत ।
- मूल -भूत भाषा कौशलों – श्रलरुलचन, पठन,और लेखन का पररचय(भवू मका एल वलवलयाँ) ।
- वहन्दी सावहत्य का सामान्य पररचय ,वहन्दी गद्य एल पद्य सावहत्य की वललओ की सामान्य पररचय,प्रमुख सावहत्य एल सावहत्यकार के नाम ।

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

- इकाई वनयोजन पररचय और प्रवकया, पाठ योजना- पररभाषा,तत्ल एल उपागम और पाठ योजना के चरर् और उनका वक्रयाव्यन ।
- भाषा वशक्षर् में णलशब्द वलसुथा सरल, वयंजन,अक्षर, लतणनी, वलंग, लचन,ललक्य के अंग ,ललक्य के भेद, कारक वचन्ह का अध्ययन ।
- वहन्दी वशक्षर् के ज्ञानात्मक ,बोललत्मक ,कौशलात्मक और भालनात्मक उद्देश्यों का वनीणरर्
- वलवशष्ट उद्देश्यों का व्यालहारक शब्दालली मे लेखन ।

**इकाई ३ : हहन्दी की हवहवर् हवर्ालों के हलक्षण की हवहर्यो का पररचय और उपयोग**

- गद्य वशक्षर् की अर्थणबोलल ,व्याख्या वलस्लेषर् और संयुक्त वलवल का पररचय और इनकी समीक्षा ।
- पद्य वशक्षर् की शब्दार्थण कर्धन ,खंडानल्य ,व्यास और समीक्षावलवल का पररचय
- माध्यवमक स्तर पर व्याकरर् वशक्षर् की आलश्यकता, उपयोगता,व्याकरर् वशक्षर् की वलवल –वनगमन,आगमन ,पाठ्यपुस्तक वलवलओं का मूल यांकन
- भाषा वशक्षर् की प्रमुख वलवल्यों के नाम एल प्रदाता के नाम, वशक्षर् उपकरर्ोंका संप्रत्यय ,उद्देश्य और उपयोगता।

### इकाई ४ : भाषा अहर्गम, एवं िब्द- सृजन प्रहक्रया एवं मूलयांकन की प्रहवहर्

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

### संद्भ पुस्िके –

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

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**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

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**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.

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**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

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**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

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**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*

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### **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.
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**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
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**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.

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

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**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.

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### **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.

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**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

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**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

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

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**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.
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- 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



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**COURSE-EHBCTT3: TECHNOLOGY AND DISABILITY**

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**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

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**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

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**MODE OF TRANSACTION& EVALUATION**

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

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**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

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**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

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

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

### **MODE OF TRANSACTION**

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

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

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

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

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

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

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

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

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

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

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

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

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

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**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.

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**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

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**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

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

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

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

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

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

**Unit 2: Using Media and Computers**

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

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

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

**Unit4: Use of Internet**

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

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

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

**MODE OF TRANSACTION:**

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

**Suggested Reading/Learning Reference-**

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

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

### **COURSE OUTCOMES**

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

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

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

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### **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.

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### **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.

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**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

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**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.

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**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.

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**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.
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**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
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**MODE OF TRANSACTION:**

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

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**Suggested Reading/Learning Reference-**



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

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

**COURSE OUTCOMES**

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

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

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

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**UNIT 1: Learning Disabilities**

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

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

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

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

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

**Unit 4: Assessment tools for LD**

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

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**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

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**MODE OF TRANSACTION:**

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

**Suggested Reading/Learning Reference-**

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

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

### **COURSE OUTCOMES**

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

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

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

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### **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

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

Undertake any two of the following

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

**Suggested Reading/Learning Reference-**

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

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

### **COURSE OUTCOMES**

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

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

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

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

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

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

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

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

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

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

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

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

### **Suggested Readings**

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

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

**COURSE-EHBDTT1: INCLUSIVE EDUCATION**

**COURSE OUTCOMES**

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

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

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

**UNIT 1: Introduction to Inclusive Education**

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

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

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

**UNIT 3: Inclusive Academic Instructions**

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

**UNIT 4: Supports for Inclusive Education**

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

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

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

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**Suggested Reading/Learning Reference-**

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



Unwin Hyman.

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

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

### **COURSE OUTCOMES**

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

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

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

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### **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

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

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

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### **MODE OF TRANSACTION**

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

**Suggested Reading/Learning Reference-**

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

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

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

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

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

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

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

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

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

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



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

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

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

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

#### **PROGRAMME OUTCOMES:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Develop knowledge and skills for professional development.

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

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

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



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

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

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

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

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

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

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

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

### **Curriculum Framework:**

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

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

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

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

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

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



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

### **Weightage of Evaluation:**

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

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

### **Internal Examination Scheme:**

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

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

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

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

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**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).

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

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

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**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

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

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

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

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**UNIT 1: Philosophical Foundation of Education**

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

**UNIT 2: Understanding Diversity**

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

**UNIT 3: Contemporary Issues and Concerns**

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

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

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

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**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

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**Suggested Reading/Learning Reference-**

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

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

#### **Essential Readings**

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

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

**COURSE OUTCOMES**

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

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

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

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**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

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**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

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

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



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

**COURSE OUTCOMES**

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

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

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

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**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

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**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

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**Suggested Reading/Learning Reference-**

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

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

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

**COURSE OUTCOMES**

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

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

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

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**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

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**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

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**Suggested Reading/Learning Reference-**

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

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

**COURSE OUTCOMES**

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

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

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

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

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

**UNIT 2: Types of LD**

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

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

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

**UNIT 4: Assessment of Curricular Areas**

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

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

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

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**MODE OF TRANSACTION:**

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

**Suggested Reading/Learning Reference-**

- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.
- Bender, W. N., (1995) Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
- Lerner, J W. 2000. Learning Disabilities: Houghton Mifflin
- Jena SPK 2013. Specific Learning Disabilities: Theory to Practice New Delhi; Sage Publications
- Kapur, M John A, Rozario J, Oommen A. NIMHANS index of specific learning disabilities, Bangalore: NIMHANS
- Karanth, Prathibha & Rozario, Joe: Learning disabilities in India willing the mind to learn. New Delhi. Sage, 2003. 978 81 7829 142 0 Rs.595--(371.90954Kar/Roz)
- Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1st Edition
- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers

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

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

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

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

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

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

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

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

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**UNIT 1: Human Learning**

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

**UNIT 2: Learning Process**

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

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

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

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

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

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**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

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**Suggested Reading/Learning Reference-**

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



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

**COURSE – ELBBTY1: PEDAGOGY OF TEACHING SCIENCE**

**COURSE OUTCOMES**

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

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

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

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**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.

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**Practical/Field Engagement /Project work**

**Any one of the following**

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

### Suggested Reading/Learning Reference-

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

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

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

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

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**UNIT 1: Nature of Social Science**

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

**UNIT 2: Curriculum and Instructional Planning**

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

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

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

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

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

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**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

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**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 – ELBBTY3: PEDAGOGY OF TEACHING MATHEMATICS**

**COURSE OUTCOMES**

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

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

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

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**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.

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**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

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**Suggested Reading/Learning Reference-**

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

**COURSE – ELBBTY4:हहन्दी हिक्षण पाठ्यक्रम****के उद्देश्य –****MARKS: 100 | CREDITS: 4 | 4+2 Hrs./Wk**

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

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

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

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

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

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

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

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



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

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

### संद्भ पुस्िके –

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

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**COURSE – ELBBTY5: PEDAGOGY OF TEACHING ENGLISH****COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

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

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

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**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.

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**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

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**Course Work/Practical/Field Engagement**

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

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

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

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

**COURSE- ELBBGA1: DRAMA AND ART IN EDUCATION**

**COURSE OUTCOMES**

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

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

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

**WORKSHOP-I Introduction to art Education**

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

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

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

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

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

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

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

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**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*

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### **Suggested Readings**

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

**COURSE-ELBBTT2: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

**COURSE OUTCOMES**

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

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

- CO1-Explain the Curriculum Designing
  - CO2- Explain the different instructional planning and its use.
  - CO3- Explain the Demonstrate skills in applying different adaptations for inclusive education.
  - CO4- Explain the effective use of different forms of assessment & evaluation.
  - CO5- Skilled in preparing lesson according to the needs of the identified student
- 

**UNIT 1: Curriculum Design**

- 1.1 Curriculum Designing– Concept and Definition
- 1.2 Principles of Curriculum Designing
- 1.3 Universal design of learning for curriculum development
- 1.4 Principles of Inclusive Curriculum

**UNIT 2: Instructional Planning**

- 2.1 Models of instructional planning – ADDIE
- 2.2 Bloom’s Taxonomy of learning
- 2.3 Elements of lesson plan - 5E plan
- 2.4 Models of teaching - CAM

**UNIT 3: Adaptation, Modification, Accommodation**

- 4.1 Definition and concept of adaptation
- 4.2 Types of adaptation
- 4.3 Steps of adaptation
- 4.4 IEP- Concept, objectives and steps

**UNIT 4: Assessment & Evaluation**

- 4.1 Assessment& Evaluation- Concept, definition
- 4.2 Types of Assessment- Alternative, Authentic
- 4.3 Evaluation – Formative, Summative
- 4.4 Teacher made test

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

- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Prepare a blueprint

## **MODE OF TRANSACTION & EVALUATION**

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student .Hence direct instruction alone will not help. Experiential method, task analysis, discussion, debates; teach re-teach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

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### **Suggested Readings:**

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs,2003
- Joyce, S. Choate et al: Assessing and programming basic curriculum skills,1987
- Margo, A. Mastropieri & Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- McIntyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and bacon, 1989.

**COURSE-ELBBLF2: Practical Cross Disability/ Inclusion \***

					MARKS: 50   CREDITS: 2   4 Hrs. /wk
SL. No.	Task for the student-teacher	Disability focus	Education setting	Hrs (60)	Description
1	Classroom Observation	Cross Disability	Special School	20	Observation of all subjects at different level, Minimum 20 school period
2	a. Micro Teaching & Simulated Teaching	General	Institute	20	10 Lesson
3	b. Micro Teaching & Simulated Teaching	Major Disability/ Inclusive setup	Institute	20	10 Lesson

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

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



**COURSE – ELBCTT4: BASIC RESEARCH AND BASIC STATISTICS**

**COURSE OUTCOMES**

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

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

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

**UNIT 1: Introduction to Research**

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

**UNIT 2: Process of Research**

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

**UNIT 3: Action Research**

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

**UNIT 4: Measures of Central Tendency**

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

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

- Develop a teacher made test for a given subject matter
  - Develop an outline for conducting action research
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**MODE OF TRANSACTION:**

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

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### **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-ELBCTT1: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES**

**COURSE OUTCOMES**

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

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

- CO1-Explain the Conceptual Framework of Educational Interventions.
- CO2-Explain the Reading Interventions.
- CO3-Explain the Writing Interventions.
- CO4-Explain the Interventions for Mathematics.
- CO5-Skilled in preparing intervention plan.

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**UNIT 1: Conceptual Framework of Educational Interventions**

- 1.1 Definition, purpose of Response to intervention
- 1.2 Steps of intervention
- 1.3 Diagnostic prescriptive teaching
- 1.4 Issues in educational intervention

**UNIT 2: Reading Interventions**

- 2.1 Intervention in reading
- 2.2 Principles of intervention in reading
- 2.3 Strategies for developing word recognition skills
- 2.4 Strategies for developing reading

**UNIT 3: Writing Interventions**

- 3.1 Intervention in writing
- 3.2 Principles of intervention in writing
- 3.3 Strategies for writing
- 3.4 Strategies for inclusion in the classroom

**UNIT 4: Interventions for Mathematics**

- 4.1 Interventions in mathematics
- 4.2 Principles for interventions in mathematics
- 4.3 Strategies for developing mathematical concepts
- 4.4 Accommodations [Calculators, Computers] in the mainstream classroom

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

- Prepare an educational intervention plan\tool for a given process
- Prepare an educational intervention plan\tool for a given skill
- Plan a parental meet to discuss the intervention goal.
- Collaborate with a specific subject teacher to set an intervention goal

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**MODE OF TRANSACTION**

This course will be dealt with using lectures followed by projects in specific processing deficits and

specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

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**Suggested Reading/Learning Reference-**

- Karten, T, J. ([2007]) More Inclusion Strategies that work- aligning student strength with standards. Corwin Press.
- Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.,
- Bird, R The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, Inc
- Das, J. P.: Reading difficulties and dyslexia. New Delhi.
- Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. Dyspraxia. (2nd ed). 2007. Continuum International publishing Group.
- Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
- Lee, S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, 1st Edition,
- Martin, L, C. [2009]. Strategies for Teaching Students With Learning Disabilities: Corwin Press
- Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.
- Narayan J (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.
- Pandey J, and Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects: Sage Publications, New Delhi.
- Venkateshwar lu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications

**COURSE-ELBCTT2: TECHNOLOGY AND DISABILITY**

**COURSE OUTCOMES**

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

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

- CO1-Explain the Technology and Education.
- CO2-Explain the ICT and Multimedia.
- CO3-Explain the Technology for Presentation & Expression (Input and Output.
- CO4-Explain the Technology for Classroom Engagement.
- CO5-Skilled in developing intervention plan.

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**UNIT 1: Technology and Education**

- 1.1 Educational Technology – Concept, Definition and Objectives
- 1.2 Approaches of Educational Technology
- 1.3 Assistive Technology: meaning and scope
- 1.4 Role of Assistive Technology for children with LD

**UNIT 2: ICT and Multimedia**

- 2.1 ICT – Meaning and Definition
- 2.2 Uses of ICT
- 2.3 Multi Media in Education
- 2.4 Advantages and Limitations of Using Multimedia in Education

**UNIT 3: Technology for Presentation & Expression (Input and Output)**

- 3.1 Classroom Presentation & Expression: meaning & concept
- 3.2 Visual Presentation - Large Print Displays, Smart boards
- 3.3 Auditory - Text to voice, Screen readers
- 3.4 Cognitive – Graphic organisers

**UNIT 4: Technology for Classroom**

- 4.1 Reading - Talking books, Recorder, Optical character recognition, Speech recognition systems, Reading software
- 4.2 Writing- Alternative writing surfaces, Pencil grips proof
- 4.3 Mathematics- Talking calculators, Computer and Electronic math worksheets
- 4.4 Organising -Highlighter pens, or Highlighter tape, Graphic organisers, Digital organisers

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

- Develop a tool to assess the learning needs for planning compensatory and remedial instruction
- Develop low cost material for presentation (for teachers)
- Develop low cost material for engagement
- Develop low cost material for expression

## **MODE OF TRANSACTION**

This unit focuses on assistive technology, hence while taking it ahead, its important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.

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

- Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (2nd Edition)
- Das,R.C(1992) Educational Technology : A Basic Text New Delhi :Sterling
- Diane P. Bryant and Brian R. Bryant (2011) :Assistive Technology for People with Disabilities, 2nd Edition.
- Joan Green (2011): The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation.
- Kimberly S. Voss (2005):Teaching by Design: Using Your Computer to Create Materials for Students with Learning Differences.
- Sampath,K etal (1990) Educational Technology. New Delhi: Sterling.
- Albert M. Cook PhD PE and Janice Miller Polgar(2012) :Essentials of Assistive Technologies
- Judy Lever-Duffy & Jean McDonald (2010): Teaching and Learning with Technology (4th Edition)
- Loui Lord Nelson Ph.D. and Allison Posey (2013) :Design and Deliver: Planning and Teaching Using Universal Design for Learning

**COURSE –ELBCGA1: READING AND REFLECTION ON TEXT**

**COURSE OUTCOMES**

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

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

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

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**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

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**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM**

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

### MODE OF TRANSACTION

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

### Suggested Reading/Learning Reference-

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



**COURSE-ELBCLF1: PRACTICAL DISABILITY SPECIALISATION (PART-C)\***

				<b>MARKS: 100   CREDITS: 4   8 Hrs./wk</b>
<b>SL. No.</b>	<b>Task for the student-teacher</b>	<b>Disability focus</b>	<b>Set up</b>	<b>No. of Lessons</b>
1	Classroom Teaching	Inclusive Setup	Inclusive Setup	Minimum 20 school periods

**COURSE-ELBCEF1: MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C) \***

COURSE LEDGER FOR AN INCLUSIVE TERTIARY SCHOOL (RELATED TO AREA C)

				MARKS: 100   CREDITS: 4   8 Hrs. /wk	
SL. No.	Task for the student-teacher	Education setting	Specific activities	Marks	Submission
S U P P O R T  S E R V I C E S	Teacher assistant	Inclusive Setup	Working as teacher assistant for prayers / assembly, attendance, home work/ class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	10	Journal of daily reflections and learning
	Practicing functioning as a teacher		Undertaking continuous whole day teaching using daily diary system for planning and recording.	10	Daily diary
	Understanding school examination & Document study		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions Reading and reporting on academic calendars, time table	10	Report of activities observed
	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	10	TLM
2.	Individual Teaching	Major Disability	IEPs	60	15 IEP
Total Marks				100	

**Note:** Minimum of Six weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under ELBCLF1 and ELBCEF1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.

**COURSE –ELBDTD1: COMMUNITY BASED REHABILITATION**

**COURSE OUTCOMES**

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

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

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

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**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

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

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

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**MODE OF TRANSACTION:**

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

**Suggested Reading/Learning Reference-**

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

**COURSE – ELBDTD2: APPLICATION OF ICT IN CLASSROOM**

**COURSE OUTCOMES**

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

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

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

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

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

**Unit 2: Using Media and Computers**

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

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

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

**Unit4: Use of Internet**

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

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

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

**MODE OF TRANSACTION:**

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

**Suggested Reading/Learning Reference-**

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

### **COURSE- ELBDTD3: GUIDANCE & COUNSELLING**

#### **COURSE OUTCOMES**

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

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

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

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#### **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.

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#### **Practicum/ Field engagement**

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

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

**Suggested Reading/Learning Reference-**

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

**Suggested Readings**

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

**COURSE- ELBDTD4: BRAILLE AND ASSISTIVE DEVICES**

**COURSE OUTCOMES**

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

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

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

**UNIT 1: Braille**

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

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

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

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

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

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

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

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

Each Student-Teacher will

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

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



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

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

**COURSE- ELBDTD5: COMMUNICATION OPTIONS: ORALISM**

**COURSE OUTCOMES**

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

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

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

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

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

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

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

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

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

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

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

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**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
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**MODE OF TRANSACTION:**

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

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**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*

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**COURSE- ELBDTD6: MANAGEMENT OF LEARNING DISABILITY****COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

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

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

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**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

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**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

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**MODE OF TRANSACTION:**

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

**Suggested Reading/Learning Reference-**

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

**COURSE- ELBDTD7: ORIENTATION AND MOBILITY**

**COURSE OUTCOMES**

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

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

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

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**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

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**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

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**COURSE- ELBDTD8: VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT****COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

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

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

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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.



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**COURSE-ELBDTT2: INCLUSIVE EDUCATION****COURSE OUTCOMES****MARKS: 50 | CREDITS: 2 | 2+1Hrs./wk**

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

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

**UNIT 1: Introduction to Inclusive Education**

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

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

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

**UNIT 3: Inclusive Academic Instructions**

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

**UNIT 4: Supports for Inclusive Education**

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

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

- I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
  - II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
  - III. Design a Poster on Inclusive Education
  - IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy
-

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

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**Suggested Reading/Learning Reference-**

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

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

### **COURSE-ELBDTT3: PSYCHO SOCIAL AND FAMILY ISSUES**

#### **COURSE OUTCOMES**

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

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

- CO1-Explain the overview of Psycho-social Domains.
- CO2-Explain the Family Dynamics.
- CO3-Explain the Nurturing Social Emotional Wellbeing.
- CO4-Explain the Understanding of Socio Economic Rehabilitation
- CO5-Skilled in the Observe and identify psycho-social problems of any LD student of the class during school internship programme

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

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

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

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

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

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

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

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

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

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

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#### **MODE OF TRANSACTION**

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

**Suggested Reading/Learning Reference-**

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

**COURSE-ELBDLF1: PRACTICAL CROSS DISABILITY AND INCLUSION\***

				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-ELBDEF1: 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\***

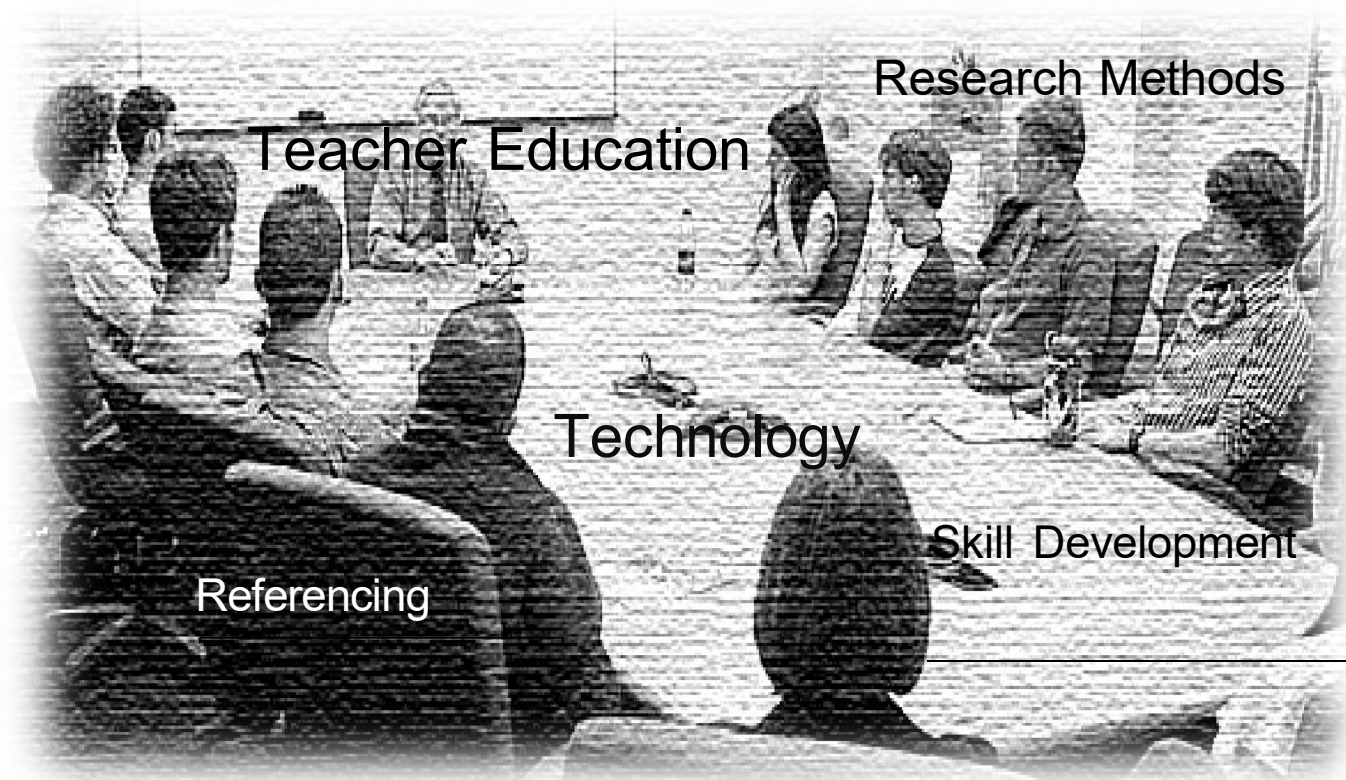
				MARKS: 100   CREDITS: 4   8 Hrs./wk
SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Any disability	Inclusive schools	Minimum 15 school periods

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.

# Curriculum for Pre- Ph.D. Course Work (Education)

Academic Session 2023-24



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

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**DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION**

<b>PAPER/COURSE</b>	<b>COURSE CODE</b>	<b>MAX. MARKS</b>	<b>MIN. PASS</b>
Research Methodology	<b>EDDATT1</b>	<b>100</b>	<b>50</b>
Skill Development in Educational Research	<b>EDDATT2</b>	<b>100</b>	<b>50</b>
<b>Optional Corse (Any one)</b> <ul style="list-style-type: none"> <li>• <b>Teacher Education</b></li> <li>• <b>Educational Policy, Planning, Supervision &amp; Management</b></li> <li>• <b>Advanced Educational Technology</b></li> <li>• <b>Education and Curriculum for Exceptional Children</b></li> </ul>	<b>EDDATD1</b> <b>EDDATD2</b> <b>EDDATD3</b> <b>EDDATD4</b>	<b>100</b>	<b>50</b>
<b>Seminar (Only Qualifying)</b>	<b>EDDASA1</b>	<b>100</b>	Only qualifying as per university rules

**NOTE:**

- No internal assessment will be conducted for the Compulsory courses EDDATT1 & EDDATT2, and optional Courses EDDATD1, EDDATD2, EDDATD3, EDDATD4
- The seminar presentation is compulsory to be passed but the marks will not be added to the overall evaluation marking.



**COURSE EDDATT1: RESEARCH METHODOLOGY CREDIT 4/ MARKS: 100****COURSE OBJECTIVES -****Pre-Ph.D. Course work Students will able to**

**CO1-** explain the concept of research and educational research.

**CO2-** implement the Philosophical and Historical research in own research when s/he will conduct philosophical or historical research.

**CO3-** implement the qualitative research in own research when s/he will conduct any type of qualitative research.

**CO4-** implement the quantitative research in own research when s/he will conduct any type of quantitative research.

**CO5-** implement the Ethics and publication Ethics when s/he will conduct any type of research.

**UNIT I: RESEARCH AS A PROCESS OF ACQUIRING KNOWLEDGE**

- Knowledge: types of knowledge A- priori & A- posteriori knowledge, kinds of knowledge- Fundamental & Applied, Nature of knowledge – Philosophical, Historical & Scientific.
- Approaches of acquiring knowledge- Traditional, Experiential, Reasoning (Deductive & Inductive) and scientific.
- Educational Research: Meaning, Characteristics, Importance, its role in improving educational practices, Limitations, and thrust area of educational research.

**UNIT II: PHILOSOPHICAL AND HISTORICAL APPROACH OF RESEARCH**

- Philosophical Inquiry in Education: Nature, Scope and Steps.
- Philosophical Inquiry of educational issues, ideas and school of knowledge.
- Historical Research: Meaning and characteristics.
- Importance of Primary and Secondary sources of historical data, Internal & External criticism, Steps of Historical educational research.

**UNIT III: QUALITATIVE APPROACH OF RESEARCH**

- Qualitative Research: Meaning, Concept and its Importance in Education.
- Types of Qualitative Research-Case Study, Ethnographic.
- Techniques of Qualitative research data analysis tool data collection- (content analysis, trend analysis, and Percentage and frequency analysis).
- Utilization of corroborative evidences- use of secondary data.

**UNIT IV: QUANTITATIVE APPROACH OF RESEARCH**

- Quantitative Research: Meaning, Concept and its Importance in Education.
- Types of Quantitative Research- descriptive, exploratory, experimental design (True & Quasi with internal and external validity), Ex post facto (Casual comparative and co relational study), Survey and Field study.
- Population and sampling frame- setting specific population, probability & non probability sampling methods.
- Hypotheses: Meaning, characteristics and types, Bases of hypotheses, formulation of hypotheses/research question.

**UNIT V: ETHICS IN RESEARCH WORKS**

- Ethics: Define as Moral Judgment, Ethics with respect to Intellectual Honesty and Research Integrity
- Ethical Misconduct: Falsification, Fabrication and Pilgrims, Selective Reporting and Misinterpretation of data.
- Publication Ethics: Importance, Violation of Publication Ethics (Authorship and Contributorship) Duplicate and Overlapping Publication

**Suggested Readings:**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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Books-

- Best, J. W. & Kahn, J. V. (2008). Research in Education (10<sup>th</sup> edition) Printice, hall Inc, New Delhi.
  - Broota, K. D., Experimental design in behavioural sciences, New Age International Publishing House, New Delhi.
  - Booch, M. B. (1978). A Survey of Educational Research, CASE, The M. S. University Barodara.
  - Chohan, L., Manion, L, & Morrison, K. (2007). Research method in education (6<sup>th</sup> edition), Routeledge, London.
  - Good, Barr &Scates (1962). Methodology of Educational Research, Appleton Croft, New York.
  - Gupta, S. P. (2015). Research Introductory- Concept, Methods and Techniques, ShardaPustakBhawan, Allahabad.
  - Irving, M. Copy, Symbolic Logic, Pearson Education, Printice Hall, New Delhi.
  - Kaul, L (1998). Methodology of Educational Research, VikasPublishing House, New Delhi.
  - Kerlinger, F. N. (1978). Foundation of BehaviouralResarch, Surjeet Publication, Delhi.
  - McMillan, J. H &Schumache, S (2001) Research in education, Longman, New York.
  - Pal, S. K. &Saxena P. C. (Ed.) (1989). Quality Control in Educational Research, Metropolitan Book Company, New Delhi.
  - Seth, S. K. & Mishra, N, ( ) Philosophy of Knowledge, LokbhartiPrakashan Allahabad.
  - Singh, Parmanand, Philosophy of History, VishwavidyalayaPrakashan, Varanasi.
  - Sridhran, E. History Writing- A Textbook, Orient Black Swan, Hyderabad.
  - Tiwari, K.N. Metaphysics and Epistemology, MotilalBanarsidas, Delhi.
  - Pandey, K. P. – Anushandhan, VishwavidyalayaPrakashan, Varanasi.
-

## **COURSE EDDATT2 : SKILL DEVELOPMENT IN EDUCATIONAL RESEARCH**

### **COURSE OUTCOMES**

**MARKS: 100**

#### **Pre-Ph.D. Course work Students will able to**

- CO 1.** Differentiate various types of Descriptive statistics and data.
- CO 2.** Produce and design of standardized tools for research
- CO 3.** Implement co relational statistics in quantitative educational research.
- CO 4.** Implement inferential statistics in quantitative educational research.
- CO 5.** Organize and implement qualitative data-analysis in educational research

### **UNIT I: UNDERSTANDING NATURE OF DATA**

- Para metric and non-parametric data.
- Central tendency and variance
- Graphic method of understanding, distribution pattern: Histogram, Frequency, curve, whisker plot.
- Testing for normality- small group and large group (Kolmogorov-Smirnov, Shapiro Wilk).

### **UNIT II: DESIGNING AND STANDARDIZATION OF TOOLS**

- Overview of types of tools.
- Selection of test items, quality of appropriate items, developing objective item for various test and scales.
- Developing blue print, process of item analysis for achievement test and scale.
- Estimating reliability and validity of different tools.
- Developing norms.

### **UNIT III: CORRELATION AND PREDECTING RELATIONSHIP**

- Meaning of correlation, partial and multiple correlation,
- Correlation of dichotomous and continuous variables.
- Concept of regression line and equation, writing, regression equation; predicting relationship

### **UNIT IV: INFERENTIAL STATISTICS FOR DATA ANALYSIS**

- Testing hypothesis for significant of proportion and correlation
- Post hoc comparison analysis (LSD, Tukey's test, scheffe's test)
- The Kruskal Wallis test
- ANCOVA

### **UNIT V: ANALYSIS OF QUALITATIVE DATA**

- Analysis technique of qualitative data: different type
- Discourse analysis - Meaning of discourse
- Characteristic of discourses
- Representations in discourses
- Coding and categorization process
- Triangulation and validation technique

### **Suggested Readings/Learning Reference**

#### **Books:**

- Anatasi A. Psychological testing (4<sup>th</sup> Edition), New York: Mc Millan Pub Co, 1976
- Cronbach L .J. Essential of Psychological testing (3<sup>rd</sup> Edition) New York: Harper & Ro Publishers, 1970.
- Ebel R. L. &Frisbei D. A. Essential of Educational Measurement, New Delhi Pentric Hall, 1975.
- Guilford J. P. Psychometric methods, New York Mc-Graw Hill.
- Kurpius S. R. & Stafford, M. E. Testing and Measurement, New Delhi: Sage Publication 2006.
- Linn R. L. & Gronlund, N. E. Measurement And Assessment in Teaching. New Delhi, Pearson Education Pvt Ltd. 2003.
- Sax, G. Principal of Educational Measurement and Evaluation, Californiya, Woodworth Publishing, 1974.
- Seigal, S. Non Parametric Statistic for Behavioural Science, New York: Mc Graw Hill. 1956.
- King, B.M. &Minium,E . W. (2008) Statistical Reasoning in the Behavioural Sciences, New Delhi, Willey India.
- Verma, J. P. &Ghufran, M. (2012) Statistics for Psychology, New Delhi, McGraw Hill.
- Glee, J. P. (2010) How to do discourse analysis: A tool Kit, Routledge.
- Glee, J. P. (2012) An introduction to discourse analysis: Theory and Method, Routledge.
- Jones, R. H. (2012) discourse analysis: a resource book for students, Routledge.
- YouTube Channel/ MOOCs/OER/e-Pathsala-As per topic/points

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**COURSE EDDATD1: TEACHER EDUCATION**

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**COURSE OUTCOMES -**

**MARKS: 100**

**Pre -Ph. D Course work students will be able to,**

- CO 1.** explain the concept, need and scope of teacher education
- CO 2.** discuss the various techniques of higher learning
- CO 3.** identify the purpose of in-service education of school teachers
- CO 4.** investigate the various trends in teacher education programme
- CO 5.** design the various technique of evaluation for the effectiveness of teacher education programme

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**UNIT I: INTRODUCTION OF TEACHER EDUCATION**

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- Meaning of teacher education and teacher training.
- Need of teacher education and its scope.
- Aims and objectives of teacher education at:
- Elementary level
- Secondary level
- Higher level
- Models of teacher education at different level- behaviouristic, competency-based and inquiry oriented.
- Understanding knowledge base of teacher education from the view point of Schulman, Deng and Luke & Habermas
- Current problem in teacher education.

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**UNIT II: TECHNIQUE FOR HIGHER LEARNING**

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- Conference technique
- Seminar technique
- Symposium technique
- Workshop technique
- Panel discussion

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**UNIT III: PRE & IN- SERVICE TEACHER EDUCATION**

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- Need and purpose of in-service and pre-service teacher education programme.
- Teacher education through distance mode: IGNOU & state open university
- Agencies of teacher education: SCERT, NCERT, UGC, NCTE.
- Institute of teacher education, DIET, CTEs, IASEs, RIEs, UTD.
- Current problem/issue
- Critical analysis of existing in-service teacher education.

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**UNIT IV: INNOVATIVE PRACTICE IN TEACHER EDUCATION**

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- Concept of innovation in teacher education programme
- Incentive & award for innovative practice
- Micro-teaching & its steps
- Simulated social skill training
- Team teaching
- Practice teaching Vs internship
- Interaction analysis technique

## **UNIT V: EFFECTIVENESS OF TEACHER EDUCATION PROGRAMMES**

- Assessment of teaching learning process
  - Technique
  - Type of evaluation
  - Objective & criteria of evaluation of teacher education programmes
  - Technique of evaluation of teacher education programmes
  - Critical evaluation of teacher education programmes: DEL.Ed, B.Ed and M.Ed
- 

### **Suggested Readings:-**

- Allen, Dwight & Ryan, Kevin (1969): Microteaching Mass Addison – Wesley
  - Bloom, B. S. and et al (1971). Handbook of formative and summative evaluation of student learning, New York: Mcgraw Hill Book Co.
  - Buch M. B. & Palasane, M. M. (1968) Reading in in-service education, Sardar Patel University, Vallabh Vidya Nagar.
  - Comb Arther W (1965) The Professional Education of Teachers: A Perceptual View of Teacher Education. Boston: Allyn & Bacon
  - Jagaria, N. K. & Singh, Ajit (1984) Core Teaching Skill- Micro-teaching Approach, New Delhi, NCERT.
  - Khan, M. S. (1983). Teacher Education in India & Abroad. New Delhi, Ashish Publishing House.
  - Mukherji, S. N. (1968). Education of Teachers in India, New Delhi: S. Chand & Co.
  - Panda, B. N. (2004). Teacher Education. APH, New Delhi.
  - Passi, B. K. (1972). Becoming a better teacher.
  - Siddiqui, M. A. (1991). In-service teacher education, Ashish Publishing House, New Delhi.
  - Singh, L. C. (1990). Teacher Education in India – A Source Book. New Delhi, NCERT.
  - Singh, R. P. (1993). The challenges of tomorrow- a profile of further teacher education, New Delhi, Starling Publisher Private Ltd.
  - You tube channel/MOOCs/SWAYAM/DIKSHA/ OER/ e- Pathsala – as per the topic/ points
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**COURSE EDDATD2: EDUCATIONAL POLICY, PLANNING, SUPERVISION & MANAGEMENT**

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**COURSE OUTCOMES -**

**MARKS: 100**

**Pre -Ph. D Course work students will be able to,**

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- CO1. Explain the key concepts and theories of educational policy, planning, supervision, and - management.
- CO2. Analyse the contribution of educational policy in India.
- CO3. Explain the process of educational planning in India.
- CO4. Compare the different type of educational planning
- CO5. Evaluate the leadership qualities of educational leader.
- CO6. Examine the organizational climate of an institution.
- CO7. Identify the problems in educational supervision
- CO8 Evaluate the process of educational decision-making
- CO9. Adopt appropriate change management model in given situation.

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**UNIT I: Educational Policy and Commissions on Education.**

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- Introduction to educational policy
- History of educational policy in India
- Commissions on Education
  - The Radhakrishnan Commission (1948-1949)
  - The Kothari Commission (1964-1966)
  - The Acharya Narendra Deva Committee (1971-1972)
  - The Mudaliar Commission (1952-1953)
  - The National Policy on Education (1986)
  - The Knowledge Commission (2005-2009)
  - The National Educational Policy 2020
- The future of educational policy in India

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**UNIT II: Educational Planning**

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- The nature of educational planning
- Kinds of educational planning
- The process of educational planning
- The factors that influence educational planning
- The tools, techniques, and approaches of educational planning
- The evaluation of educational planning

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**UNIT III: Leadership in Educational Organization**

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- Meaning, concept and nature of leadership
  - Theories of leadership
  - Leadership role and responsibilities of institutional head and teacher.
  - Measurement of leadership
  - Organizational climate: Its meaning, nature, measurement
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#### **UNIT IV: Educational Inspection and Supervision**

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- Meaning and nature of educational inspection and supervision
- The history of educational inspection and supervision
- Scope and function of educational supervision
- The different types and method of educational inspection and supervision
- The evaluation of educational inspection and supervision
- Problems of Supervision and Inspection

#### **UNIT V: Specific Function of Educational Organization**

- Decision making: meaning, concept, process and techniques of decision making.
  - Conflict Management: Meaning, nature, types and sources of conflict and dynamics of conflict management.
  - Fund Management: Types of funding agencies, funding opportunities, funding resources, funding process and future of financial management in education
  - Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke,
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#### **Suggested Readings: -**

- Aggrawal, J.C. (1972). Educational Administration, Inspection, Planning & Financing in India, Arya Book Depot, New Delhi.
  - Arulsamy, S., & Jeyadevi, J. (2018). Educational Management. Hyderabad: Neelkamal Publications Private Ltd.
  - Bhat, B.D and Sharma S.R., (1992). Education Administration: Emerging Trends. New Delhi: Kanishka Publishing House.
  - Bhatnagar, R.P and Agrawal, Vidya (1986). Educational Administration. Meerut: Loyal Book Depot.
  - Bhatt, B.D. & Sharma, R.C. (1992). Educational Supervision. Kanishka Publishing House.
  - Fullan, M. (2020). The new meaning of educational change (6th ed.). Teachers College Press.
  - Glass, T. E., Bjork, L., & Brunner, C. (Eds.). (2018). Educational administration and leadership: Theoretical foundations, international perspectives, and interdisciplinary approaches. Routledge.
  - Goel, S.L and Goel, Aruna (1994). Education Policy and Administration. New delhi. Deep and Deep Publications.
  - Goyal, J.C. (1975). Administration of Education in India. Raj Prakashan, New Delhi.
  - Halpin, A.W (Ed) (1985). Administrative Theory in Education. New York: Mac Millan Company.
  - Hanson, E. Mark (1991). Educational Administration and Organisational Behaviour. Boston: Allyn and Bacon.
  - Hargreaves, A., & Shirley, D. (2018). The fourth way: The inspiring future for educational change. Corwin Press.
  - Hoy, W. K., & Miskel, C. G. (2018). Educational administration: Theory, research, and practice. McGraw-Hill Education.
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- Jaggannath Mohanty (1990). Educational Administration Supervision & School Management. Deep & Deep Publications, New Delhi.
  - Kapoor, M.M. & Sandhya Tandon (1985). Executive Decision Making. National Publishing House, New Delhi.
  - Kochhar, S.K. (1981). Successful Supervision & Inspection, Sterling Publishers, New Delhi. Department of Education, GGV Pre – Ph.D. Coursework/2022-23 page.
  - Mohanty, J. (1990). Educational Administration, Supervision and School Management. New Delhi: Deep and Deep Publications.
  - Mukherjee, S.N (1970). Administration of Education, Planning and Finance: Theory and Practice. Baroda: Acharya Book depot.
  - Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publications
- Townsend, T., & MacBeath, J. (Eds.). (2019). International handbook of leadership for learning. Springer.

- WWW- As per required websites for concern topic.

- You Tube Channel/ MOOCs/OER/e-Pathsala- As per topic/points

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