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List of Revised Courses

Department	: *Education*
Program Name	: ***B.Ed. Special education Hearing Impairment (H.I.)***

Academic Year : 2021-22

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	EHBATT1	Human Growth & Development
2.	EHBATT2	Contemporary India & Education
3.	EHBATT3	Introduction to Sensory Disabilities
4.	EHBATT4	Introduction to Neuro Developmental Disabilities
5.	EHBATT5	Introduction to Locomotor & Multiple Disabilities
6.	EHBATT6	Assessment and Identification of Needs
7.	EHBALF1	Practical :Cross Disability and Inclusion
8.	EHBBTT1	Learning ,Teaching and Assessment
9.	EHBBTY1	Science
10.	EHBBTY2	Social Science
11.	EHBBTY3	Mathematics
12.	EHBBTY4	Hindi
13.	EHBBTY5	English
14.	EHBBTT2	Inclusive Education
15.	EHBBTT3	Curriculum Designing, Adaptation and Evaluation
16.	EHBBLF1	Practical :Disability Specialization
17.	EHBCTT1	Educational Intervention and Teaching Strategies
18.	EHBCTT2	Technology and Disability
19.	EHBCTT3	Psycho Social and Family Issues
20.	EHBCGA1	Reading and Reflection on Text (EPC)
21.	EHBCLF1	Practical :Disability Specialization
22.	EHBCEF1	Main Disability Special School (related to area C)

23.	EHBDTT1	Basic Research & Basic Statistic
24.	EHBDTD1	(a)Community Based Rehabilitation
25.	EHBDTD2	(b) Application of ICT in Classroom
26.	EHBDTD3	(c) Guidance and Counselling
27.	EHBDTD4	(d) Braille and Assistive Devices
28.	EHBDTD5	(a)Communication Option :Oralism
29.	EHBDTD6	(b)Management of Learning Disability
30.	EHBDTD7	(c) Orientation & Mobility
31.	EHBDTD8	(d) Vocational Training, Transition & Job Placement
32.	EHBDGA1	Drama and Art in Education
33.	EHBDLF1	Practical Cross Disability and Inclusion
34.	EHBDEF1	Other Disability Special School
35.	EHBDEF2	Inclusive School

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

Academic Year :	**2021-22**
School :	***School of Studies of Education***
Department :	***Education***
Date and Time :	***January 14, 2022 –11.30 AM***
Venue :	***DoE, GGV, Bilaspur***

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

The following members were present in the meeting:
1. Dr. Sujeet Kumar, (HoD, Chairman, BoS.)
2. Dr. R.N. Sharma, (External Expert Member BoS, faculty of education, BHU, UP)
3. Dr. C.S. Vazalwar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting
1. The syllabus for B. Ed. Special Education Hearing Impairment (H.I.) was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for B. Ed. Special Education Hearing Impairment (H.I.) is approved by the BoS.
2. It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD).
3. The course objectives of all the courses have been modified in accordance with the LOCF recommendation and the course learning outcomes are mapped over the programme specific outcomes and programme outcomes.
4. The courses are revised as per the LOCF and above mentioned curriculum map.

The committee discussed and approved the scheme and syllabus from the session 2021-22.

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

Signature & Seal of HoD

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Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	EHBATT1	4	100	50	30	70
	Contemporary India & Education	EHBATT2	4	100	50	30	70
Group-B Cross Disability& Inclusion	Introduction to Sensory Disabilities	EHBATT3	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	EHBATT4	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	EHBATT5	2	50	25	15	35
Group –C Disability Specialization Courses	Assessment and Identification of Needs	EHBATT6	4	100	50	30	70
Group –E Practical Related to Disability	Practical :Cross Disability and Inclusion	EHBALF1	2	50	25	50	
	TOTAL		20	500	250	185	315

SEMESTER –II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	EHBBTT1	4	100	50	30	70
	Pedagogy of Teaching (any one)						
	Science	EHBBTY1	4	100	50	30	70
	Social Science	EHBBTY2					
	Mathematics	EHBBTY3					
	Pedagogy of Teaching (any one)						
	Hindi	EHBBTY4	4	100	50	30	70
	English	EHBBTY5					
Group-B Cross Disability& Inclusion	Inclusive Education	EHBBTT2	2	50	25	15	35
Group –C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	EHBBTT3	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	EHBBLF1	2	50	25	50	
	TOTAL		20	500	250	185	315

SEMESTER –III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	EHBCTT1	4	100	50	30	70
	Technology and Disability	EHBCTT2	4	100	50	30	70
	Psycho Social and Family Issues	EHBCTT3	2	50	25	15	35
Group –D EPC	Reading and Reflection on Text (EPC)	EHBCGA1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	EHBCLF1	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	EHBCEF1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER –IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core courses	Basic Research & Basic Statistic	EHBDTT1	2	50	25	15	35
Group-B Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and Counselling (d) Braille and Assistive Devices	EHBDTD1 EHBDTD2 EHBDTD3 EHBDTD4	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability (c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement	EHBDTD5 EHBDTD6 EHBDTD7 EHBDTD8	2	50	25	15	35
Group –D EPC	Drama and Art in Education	EHBDGA1	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	EHBDLF1	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	EHBDEF1	4	100	50	100	
	Inclusive School	EHBDEF2	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			80	2000	1000	1125	875

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Scheme and Syllabus

COURSE A1: HUMAN GROWTH & DEVELOPMENT

COURSE ~~OBJECTIVES~~OUTCOMES MARKS: 100 | CREDITS: ~~04 | 4~~ 4+2 Hrs.~~/. /~~wk

~~After studying this course the~~The B.Ed. Spl. Edu. HI~~First~~ Semesterstudent~~-teacher~~ will be able to~~:~~–

- CO1-Explain the Approaches to Human Development.
- CO2-Explain the~~process of development with special focus on infancy childhood and adolescence~~Early Year Development.
- ~~-critically analyze developmental variations among children.~~
- ~~-comprehend adolescence as a period of transition and threshold of adulthood.~~
- ~~-analyze different factors influencing child development.~~
- CO3- Explain theAdolescence.
- CO4- Explain theAdulthood.
- CO5-Explain theTheoretical Approaches to Development.

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.
1.5 Domains of development: Physical, cognitive and linguistic 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
2.5 Environmental influences on development

UNIT 3: Adolescence

3.1 Concept& meaning
3.2 Physical development
3.~~3 Cognitive~~3Cognitive development
3.4 Challenges of adolescence
3.5 Social development

UNIT 4: Adulthood

4.1 Concept & stages
4.2 Ageing in women (Physical, psychological & social challenges).
4.3 ~~4.3~~ Early adulthood: Concept, characteristics & challenges~~.~~
4.4 Middle adulthood: Concept, characteristics & challenges~~.~~
4.5 ~~4.5~~Late adulthood: Concept, characteristics, ageing& challenges~~.~~

UNIT 5: Theoretical Approaches to Development

5.1 Cognitive & social-cognitive theories (Bruner, Vygotsky)
5.2 Psychosocial Theory (Erikson)
5.3 Psychoanalytic Theory (Freud)
5.4 Ecological Theory (Bronfrenbrenner)
5.5 Skinner's theory

Engagement with the field as part of course as indicated below:
Hand on Experience
- Observe Children in Various setting and identify milestone achieved.

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- Seminar on Human development
- Writing journal for reflection and case study

Suggested ~~Readings:~~Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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

PAPER A2: CONTEMPORARY INDIA AND EDUCATION

COURSE ~~OBJECTIVES~~ OUTCOMES **MARKS: 100 | CREDITS:~~04 |~~ 4| 4+2 Hrs./wk**

~~After completing this course the~~The B.Ed. Spl. Edu. HI~~First~~ Semesterstudent~~-teachers~~ will be able to~~–~~

- CO1-Explain the Philosophical Foundation of Education
- CO2-Explain the~~history, nature and process and philosophy of education~~
- ~~Analyze the role of Educational System in the context of Modern Ethos~~
- Understand the concept of diversity
- ~~Develop an understanding of~~CO3-Explain the~~trends, issue~~Contemporary Issues and ~~challenges faced by~~Concerns
- CO4-Explain the~~contemporary~~
- ~~Indian~~ Issues and Trends in Education ~~in global context~~
- CO5-Explain the Education Commission and policy (School Education)

UNIT 1: Philosophical Foundation of Education

1.1 ~~–~~Education: Concept, definition and scope.
1.2 ~~–~~Agencies of Education: School, Family, community
1.3 ~~–~~Philosophies of Education: Idealism, Naturalism, Realism.
1.4 ~~–~~Classical Indian Perspective: Vedanta, Buddhism.
1.5 ~~–~~Indian Philosophers: Vivekanand, Tagore, Gandhi

UNIT 2: Understanding Diversity

2.1 ~~–~~Concept of Diversity
2.2 ~~–~~Types of Diversity: Gender, linguistic, cultural, socio-economic and disability.
2.3 ~~–~~Diversity in Learning and Play.
2.4 ~~–~~Addressing diverse learning needs of CWSN.
2.5 ~~–~~Learning Styles.

UNIT 3 ~~–:~~ Contemporary Issues and Concerns

3.1 ~~–~~Universalization of Elementary Education: objective, importance
3.2 ~~–~~Universalization of Secondary Education: ~~objective &~~objectives and Problems
3.3 ~~–~~Issues of Quality and Equity: Physical, economic, social and culture, particularly w.r.t. girl~~ child~~ Child and disabled.
3.4 ~~–~~Equal Educational opportunity: Meaning of equality & constitutional provisions
3.5 ~~–~~Inequality in schooling: Public–private Schools, Rural–urban schools~~.~~

UNIT 4: Issues and Trends in Education

4.1 ~~–~~Challenges of education from preschool to senior secondary
4.2 ~~–~~Inclusive education as a right based model
4.3 ~~–~~Complementarily of inclusive and special school
4.4 ~~–~~Language issues in education
4.5 ~~–~~Distance education: correspondence education and open education

UNIT 5: Education Commission and policy (School Education)

5.1 ~~–~~Constitutional provision: democracy, secularism & social justice.
5.2 ~~–~~National Commissions & Policies: Kothari Commission (1964), NPE (1986),
5.3 ~~–~~POA (1992), National Policy for Persons with Disabilities (2006)
5.4 ~~–~~National Act: RCI Act (1992); PWD Act (1995); NT Act (1999).
5.5 ~~–~~NCF (2005), Millennium Developmental Goals (2015).

Some suggested Activities on contemporary issues

        Comparative study of different setting

        Educational Debates & movement

        RTE Act in ~~in~~ the Context of Disadvantaged

        Special and Inclusive school

        Education status of various groups

        Conflict &social movement in ~~india~~India: Women, Dalit,Tribal& Disabled

        Human right, Minority right

Suggested ~~Readings:~~Reading/Learning Reference-

~~Aggrwal J~~

-   WWW- As per required websites for concern topic.
-   U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Aggrwal.C.(1992) Development and Planning of Modern Education: New Delhi VikasPublishing House PVT Ltd
- Anand S.P.(1993) The teacher & Education in Emerging Indian society,~~New Delhi~~NewDelhi:NCERT
- Bhat B.D. (1996) Educational Document in India,~~New Delhi~~NewDelhi:Arya Book Depot.
- Bhatia K&BhatiaB.(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.Macmillon: Delhi.
- *National Education commission (1964-66) Ministry of Education, GovtofIndia, 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 Govtof India, New Delhi.*

COURSE B1: INTRODUCTION TO SENSORY DISABILITIES

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COURSE ~~OBJECTIVES~~ **OUTCOMES** MARKS: 50 | CREDITS: 2| 2+1 Hrs./wk

~~After completing this course, the~~ The B.Ed. Spl. Edu.HIFirst Semester student ~~teachers~~ will be able to~~–~~

- ~~Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.~~
- ~~Explain the issues & ways to address challenges in educating students with hearing loss.~~
- ~~Describe nature, characteristics & assessment of students with low vision & visual impairment.~~
- ~~Suggest educational placement and curricular strategies for students with low vision & visual impairment.~~
- ~~Explicate the impact of deaf-blindness & practices for functional development.~~

- ~~Unit~~CO1-Explain the Hearing Impairment: Nature & Classification.
- CO2-Explain the Impact of Hearing Loss.
- CO3-Explain the Visual Impairment & Deaf Blind.

UNIT 1: Hearing Impairment: Nature & Classification

1.1. Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
1.2. Importance of hearing
1.3. Process of hearing & its impediment leading to different types of hearing loss
1.4. Definition of hearing loss, demographics & associated terminologies: Deaf/ deafness/ hearing impaired/ disability/ handicapped
1.5. Challenges arising due to congenital and acquired hearing loss

~~Unit~~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 Issues & measures in literacy development and scholastic achievement of students with hearing loss
2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

~~Unit~~UNIT 3: Visual Impairment & Deaf Blind

3.1~~.~~ Process of Seeing and Common Eye Disorders.
3.2~~.~~ Blindness and Low Vision— Definition, causes and prevention.
3.~~3. Deaf~~3Deaf-blindness: Definition, causes, classification, prevalence and characteristics.
3.4~~.~~ Importance of Early Identification and Intervention.
3.5~~.~~ Functional Assessment Procedures and Educational Implication.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

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☐ Journal based on observations of teaching children with sensory disabilities

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

Suggested ~~Readings:~~Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- 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 ~~Deafblindness~~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%25202%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; NewYork.
- 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.
- ~~Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia:Williams & Wilkins~~
- ~~Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.~~
- 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 Rehabilitatio*n. San Diego: Singular. p.381–413.

COURSE B2: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

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(केन्द्रीय विश्वविद्यालय अधिनियम 2009 क्र. 25 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)
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COURSE ~~OBJECTIVES~~OUTCOMES **MARKS: 50 | CREDITS: 2| 2+1 Hrs./wk**

~~After completing this course, the~~The B.Ed. Spl. Edu. HIFirst Semesterstudent ~~teachers~~ will be able to–

- ~~*Discuss the characteristics and types of learning disability.*~~
- ~~*Describe the tools, areas of assessment and apply intervention strategies to enhance learning.*~~

- CO1-Explain the~~*characteristics and types of Intellectual disability*~~Learning Disability: Nature, Needs and Intervention.
- ~~*Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.*~~
- CO2-Explain ~~*the characteristics and types of Autism*~~theIntellectual Disability: Nature, Needs and Intervention.
- CO3-Explain theAutism Spectrum Disorder: Nature, Needs and Intervention.
- ~~*Describe the tools, areas of assessment and apply intervention strategies.*~~

~~Unit~~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 Curricular Adaptation

1.5 Individualized Education Plan for LD

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

2.1 Definition, Types and Characteristics

2.2 Tools of Assessment

2.3 Strategies for Functional Academics and Social Skills, Life Skill Education

2.4 Assistive Devices, Adaptations

2.5 Individualized Education Plan, Person Centered Plan

~~Unit~~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 Curricular Adaptation, Teaching Methods

3.5 Vocational Training and Career Opportunities

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

Essential Readings

Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

• 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

~~Suggested Readings~~

• 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 B3 ~~:~~: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

COURSE ~~OBJECTIVES~~ **OUTCOMES** **MARKS: 50 | CREDITS: 2| 2+1 Hrs./wk**

~~After completing the course the~~

The B.Ed. Spl. Edu. HIFirst Semesterstudent ~~teachers~~ will be able to~~–~~

- ~~*Identify the persons with Locomotor disabilities such as*~~ CO1-Explain theCerebral Palsy~~,~~ (CP).
- CO2-Explain theAmputees, Polio, ~~*Leprosy cured,*~~ Spinal Cord Injuries Spina-bifida and Muscular ~~*dystrophies, Neural and spinal defects and*~~ Dystrophy.
- CO3-Explain theMultiple ~~*disabilities*~~Disabilities and Other Disability Conditions*.*

- ~~*Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*~~
- ~~*Plan an effective therapeutic and programmefor the persons with Locomotordisabilities and Multiple disabilities and to refer for medical intervention if necessary.*~~
- ~~*Plan an effective educational programed and functional activities for the persons with Locomotors disabilities and Multiple disabilities.*~~

Unit

UNIT 1: Cerebral Palsy (CP)

1.1. CP: Nature, Types and Its Associated Conditions

1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)

1.3. Provision of education, Therapeutic Intervention

1.4. Implications of Functional Limitations of Children with CP in Education and Creating ~~Creating~~ Prosthetic Environment in School and Home: Seating Arrangements,Positioning and Handling Techniques at Home and School

   1.5 Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM;~~Assistive Technology to Facilitate Learning and Functional Activities~~
   ~~Unit~~Assistive Technology to Facilitate Learning and Functional Activities

UNIT 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida 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 and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

~~Unit~~**UNIT 3: Multiple Disabilities and Other Disability Conditions**

3.1 Multiple Disabilities: Meaning and Classifications

3.2 Cause and type of multiple disabilities

3.3 Educational management for multi handicapped

3.4 Effects of multi handicapped

3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

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

- Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and

develop an intervention plan.

☐ Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

MODE OF TRANSACTION:

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

Suggested ~~Readings:~~**Reading/Learning Reference-**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.
- ~~SarvaSiksha Abhiyan.~~SarvaSikshaAbhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file
- SarvaSikshaAbhiyan . Module on Multiple Disabilities.
  Error! Hyperlink reference not valid.disabchildren/Module%203%20Multiple%20Disability.pdf/at_download/file

COURSE HI C1 ~~:~~:ASSESSMENT AND IDENTIFICATION OF NEEDS

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

~~After completing the course~~ The B.Ed. Spl. Edu.**HI**First Semester student ~~teachers~~ will be able to~~:~~

- CO1-Explain the ~~need~~Early Identification of Hearing Loss: Need and ~~techniques for early identification of hearing loss in children.~~ Strategies
- ~~Acquire knowledge in the area of audiological assessment and its relevance in education.~~
- ~~To discuss communicative and language related needs with the understanding of its development and assessment.~~
- ~~Understand the need for assessment of various processes involved in production of speech.~~
- ~~Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.~~
- CO2-Explain the Audiological Assessment   .
- CO3-Explain the Assessment of Language & Communication   .
- CO4-Explain the Assessment of Speech.
- CO5-Explain the Assessment of Curricular Areas

Unit 1: Early Identification of Hearing Loss: Need and Strategies

1.1 Need for early identification of hearing loss
1.2 Overview to behavioral test and objective techniques in screening for hearing loss
1.3 Team members involved in hearing screening and their role
1.4 Use of checklists and behavioral observation in early identification of hearing loss by school teachers
1.5 Referral of children based on symptoms of hearing loss

Unit 2: Audiological Assessment

2.1 Orientation: Sound, Physical and psychological parameters/attributes,

Auditory milestones in typical children (0-2 years)

.2 Assessment & methods of assessment: Subjective & Objective test

.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field &close field]; role of special educators in conditioning for pure tone audiometry

.4 Audiogram: concept , interpretation and its implication in assessing the educational needs of children with different types and degrees of hearing loss

.5 Concept of unaided, aided audiograms

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 Assessing communication and language: Developmental checklists, Scales, Standardized Tools and assessing language
3.5 Identification of needs related to communication and language

Unit 4: Assessment of Speech

4.1 Speech: Definition, Pre-requisites, characteristic.
4.2 Basics of Respiration, Articulation and phonation

4.3 ~~Supra segmental aspects of speech and its assessment~~4.3 Speech error

4.4 Milestones of speech development in typically developing children

4.5 Speech Intelligibility: Concept, Factors & Assessment

Unit 5: Educational Assessment and Identification of Needs

5.1 Educational assessment: Concept and Scope

5.2 Factors affecting educational performance: individual, family and environment

5.3 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Performance based ,individual and group assessment

5.4 Tools and techniques of Educational Assessment: Observations, Interviews, Questionnaire, rating Scales, check listand Teacher Made Tests

5.5 Challenges in assessment

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

☐ Compiling checklists (at least two) to identify hearing impairment in children

☐ Using the audiograms of children (at least two), identify the audiological needs of each

☐ Profiling the speech of children (at least two) by using a speech assessment kit

☐ Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax

☐ Compile various tools used for educational assessment of children

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Suggested ~~Readings:~~**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 Jersy

- Brigance, 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 Jersy

- 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 (6thed). 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 http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

COURSE E1 :PRACTICAL – CROSS DISABILITY AND INCLUSION*

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

Sl. No	Tasks	Educational setting	Specitic activities	Hrs	Marks	Submission
1	Visit to special school for children with hearing impairment	Special school for children with hearing impairment	Study the infrastructure available in a special school for children with hearing impairment	5	10	Report including reflections
2	Visit to other disability	Other disability school	Study the infrastructure available in a special school	5		
	Total			10	10	

Area E1- Practical-Cross Disability and Inclusion*

Tasks for the student-teacher	Disability focus	Education Setting	Hrs (60)	Description	Marks
Classroom observation	Major Disability	Special schools	25	20 school Periods	15
	Other than Major disability	Special schools for other disabilities	25	20 school Periods	15
	Any Disability		10	10 school Periods	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 (ten working days may beallocated).

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PAPER -A 3: LEARNING, TEACHING AND ASSESSMENT

COURSE ~~OBJECTIVES~~ OUTCOMES MARKS: 100 | CREDITS:~~04 |4~~|4+2 Hrs.~~/4wk.~~ /wk

~~After completing this course the~~ The B.Ed. Spl. Edu. HI Second Semester student~~-teachers~~ will be able to~~–~~

- ~~-Comprehend~~CO1-Explain the Human Learning
- CO2-Explain the~~theories of~~Learning Process
- CO3-Explain theTeaching learning Process, Motivation and Intelligence ~~and their applications for teaching children~~
- ~~-Analyze the learning process, nature and theory of motivation~~
- ~~-Describe~~CO4-Explain the~~stages~~Overview of ~~teaching~~Assessment and ~~learning and~~school System
- CO5-Explain the~~role of teacher~~Assessment: Strategies and Practices

- ~~-Situate self in the teaching learning process~~
- ~~-Analyze the Scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.~~

UNIT ~~I~~1: Human Learning

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

UNIT ~~II~~2: Learning Process

2.1Sensation: Definition and Sensory Process.
2.2Attention: Definition and Affecting Factors.
2.3Perception: Definition and types.
2.4Memory:Definition and types.
~~Thinking~~2.5Thinking and Problem Solving.

UNIT ~~III~~3: Teaching learning Process, Motivation ~~&~~and Intelligence
~~Maxims~~
3.1Maxims of Teaching
~~Stages~~3.2Stages of teaching: Plan, Implement, Evaluate, Reflect
~~Motivation~~3.3Motivation: Nature, definition and Maslow's theory
~~Intelligence~~3.4Intelligence: Concept, definition &levels~~,~~
~~Intelligence~~3.5Intelligence Theories

UNIT ~~IV~~4: Overview of Assessment and school System
~~Assessment~~
4.1Assessment: Conventional meaning and Constructivist perspective.
~~Assessment~~ 4.2Assessment of Learning and Assessment for learning: Meaning and Difference.
~~Comparing~~ 4.3Comparing assessment, evaluation, measurement, test and examination.
~~Revisiting~~ 4.4Revisiting key concepts in school evaluation: filtering learners marks~~,~~ credit, grading, choice
~~Formative~~ 4.5Formative and summative evaluation~~curriculum based measurement~~

UNIT ~~V~~5: Assessment: Strategies and Practices

5.1 Strategies :(Oral,written,portfolio,observation,project,presentation,group discussion, open book test) Meaning and procedure
~~Typology~~5.2Typology and level of assessment items: Multiple choice, Open-ended and Close ended.
5.3 School Examination: Efforts for Exam reforms: (CCE)
5.4 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions

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5.5 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations

;

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

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

~~ll. Preparation of Self study report on individual differences among learners~~

~~lll. Compilation of 5 CBM Tools from Web search in any one school subject~~

~~lV. Team presentation of Case study on assessment outcome used for pedagogic decisions~~

~~**Transactions and Evaluations**~~

~~This concepts and theoretical precepts included in this course should be explained with references to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment . Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.~~

~~**Essential Readings:**~~
Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- Amin, N (2002) Assessment of Cognitive Development of Elementary school ~~ChildrenAgency.~~ Children Agency. A ~~psychometric~~ psychometapproach ,Jain Book agency New Delhi

- Chauhan,S.S. (2013) Advanced Educational Psychology.Jain book agency~~,~~ New Delhi~~.~~

- King- Sear, E.M.(1994) Curriculum Based Assessment in Special Education. Singular publishing group San Diego CA

- Panch , R.(2013) Educational psychology:teaching and learning perspective McGraw hill ~~,~~New Delhi

- WoolFolk,A. Mishra G. &jha A.K. (2012) Fundamental of Educational Psychology,11th EDN Pearson Publication ~~,~~New   Delhi

- Singh ,A.K.~~*SikshaManovigyaanMotilalbanarsidas publication*~~*SikshaManovigyaanMotilalbanarsidaspubl* Varanasi

- ~~*Suggested Reading*~~

- Geisinger,K>F. (2013)   APA Handbook of testing and Assessment in Psychology.Available at APA USA

- Howell,K.W.&Nolet,V (2000)Curriculum–BsedEvaluation:Teaching and decision making Scarborough ,Ontario Canada Wadsworth

- McMillion J.H.(2001) Classroom Assessment Principles and Practice for Effective instruction Allyn and Bacon London And available text book

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PAPER A4S: PEDAGOGY OF TEACHING SCIENCE

COURSE ~~OBJECTIVES~~**OUTCOMES** **MARKS: 100 | CREDITS:**~~04 |~~ **4| 4+2 Hrs**~~./. /~~**wk** ~~HOURS 60~~

~~After completing the course the~~The B.Ed. Spl. Edu. HI Second Semesterstudent ~~teacher~~ will be able to–

- CO1-Explain ~~the role of science in day to day life~~theNature and ~~its relevance to modern society~~Significance of Science.
- ~~Describe the aims and objective of teaching science at school level~~
- ~~Demonstrate and apply skills to select and use different methods of teaching the content of sciences.~~
- ~~Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.~~
- ~~Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.~~

- CO2-Explain thePlanning for Instruction.
- CO3-Explain theApproaches and Methods of Teaching Sciences.
- CO4-Explain theLearning Resources for Teaching Science.
- CO5-Explain theAssessment and Evaluation for Science Learning.

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 Relationship of Science and Society
1.5 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 ~~2.3Lesson~~Lesson Planning: Meaning, Importance & Elements
2.4 ~~2.4Herbartian~~Herbartian Approach of lesson planning
2.5 ~~2.5Unit~~Unit Planning: Definition, Purpose & Elements

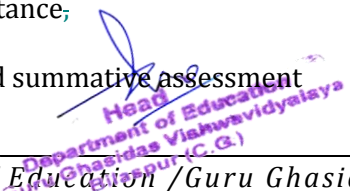**UNIT 3: Approaches and Methods of Teaching Sciences**

3.~~1Meaning~~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, traditional& constructivist classroom, characteristics of constructivist teachers
3.5 Action Research: Meaning, importance and use

UNIT 4: Learning Resources for Teaching Science

4.1 Teaching Learning Aids: Definition and importance
4.2 Science Club: Concept, Objectives and Importance.
4.3 Science Textbooks: Meaning, characteristics and criteria for evaluation.
4.4 Science Laboratory: As a learning resource
4.5 Application of different forms of ICT in ~~Science teaching~~Scienceteaching: Audio aids, Visual aids and Audio-visual aids

UNIT 5: Assessment and Evaluation for Science Learning

5.1 Assessment: Concept, definition and importance~~,~~
5.2 Evaluation: Definition and importance~~.~~
5.3 C C E: Objectives, formative assessment and summative assessment

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5.4 Achievement Test: Definition, Aims and steps of construction
5.5 Diagnostic Test: Definition, characteristics and importance.

Practical/Field Engagement /Project work

Any one of the fallowing

l. Pedagogical analysis of a unit from Science content.

ll. Preparation of a multimedia presentation on a topic from science content keeping student with disabilities in view.

lll. Developing an Action Research Plan on a Problem Related to teaching and learning of science to students with disabilities .

lV. 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.

Essential Readings:

Suggested Reading/Learning Reference-

-    WWW- As per required websites for concern topic.
-    U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- Anderson, H. O.   Readings in Science Education for the Secondary School. New York

- Brown,R.(1978)   *Science Instructionsof Visually Impaired Youth.NewYork:AFB*
- Buxton,A.C.(2010)   Teaching   Science in Elementry and Middle School.NewDelhi:Sage Publications
- Bybee,R.(2010b).The*Teaching of science*,21st-century perspectives.arlingtonVA:NSTA Press USA
- Fensham,P.J.(1994)The Content of Science:AConstructive Approach to its Teaching and Learning. Washington DC: The Falmerpress,USA,
- Gupta,V.K.(1995)   *Teaching and Learning of Scienceand Technology. New Delhi:Vikas Publishing House Pvt.Ltd*
- Henninen, K.A.(1975)teaching of Visually Handicapped,ohio:CharlesE.Merrill Publishing Company.
- Joshi, S.R.(2005) Teaching of Science.Newdelhi: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.BhautikShikshan, VinodPustakMandir, 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.Vigyanshikshan, VinodPustakMandir, 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: DhanpatRai Publications,
- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford

- Rawat D. S.Vigyanshikshan, VinodPustakMandir, 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.

- ~~Suggested Reading~~
- Gupta, S.K.(1983)   Technology of Science Education,Delhi:Vikas Publishing House Pvt.Ltd.
- Gupta ,V.K.(1995)   Reading in Science and Mathematics Education,Ambala:The associated Press
- Mangal S. K.   *Teaching of science*, New Delhi: Arya Book Depot
- Rao ,V.K.(2004)   Science Education,APH Publishing Corpn.New Delhi

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PAPER: A4 SS: PEDAGOGY OF TEACHING SOCIAL SCIENCE

COURSE ~~OBJECTIVES~~OUTCOMES MARKS: 100 | CREDITS:~~04 | 4~~ 4+2 Hrs./~~4wk~~wk

~~After Completing the course the~~The B.Ed. Spl. Edu. HI Second Semester student ~~teacher~~ will be able to~~–~~

- CO1-Explain the concept, nature and scope of social science.
  ~~Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.~~
  ~~Develop skills in preparation and use of support materials for effective social science teaching.~~
  ~~Develop the ability to organize co-curricular activities and community resource for promoting social science learning.~~
- 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-Explain the Social Science Teacher as a Reflective Practitioner

UNIT ~~I~~1: Nature of Social Science
~~Concept~~1.1Concept, scope and Nature of Social Science
~~Difference~~1.2Difference Between Social Science and Social studies
~~Aims~~1.3Aims and objective of teaching social science at School level
~~Significance~~1.4Significance of Social Science as a core subject
~~Role~~1.5Role of Social Science teacher for an egalitarian society

UNIT ~~II~~2: Curriculum and Instructional Planning
~~Organization~~2.1Organization of social science curriculum at school level
~~Instructional~~2.2Instructional Planning: Concept, need and importance
~~Unit~~2.3Unit Plan and Lesson Plan: need and importance
~~Procedure~~2.4Procedure of Unit and Lesson Planning
~~Adaptation~~2.5Adaptation of Unit and Lesson plans for children with disabilities

UNIT ~~III~~3: Approaches to Teaching of Social Science
~~Need~~3.1Need of educational approaches in social science
~~Methods~~3.2Methods of teaching social science: Lecture, discussion and project method
~~Devices~~3.3Devices and Techniques of teaching social studies- Narration~~,~~ fieldtrip, storytelling, role play,
group and self-study
~~programmed~~3.4Programmed learning ~~, inductive thinking ,~~ inductive thinking, conceptmapping, and problem solving.
~~Instructional~~3.5Instructional 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 ~~IV~~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, Observation tools~~,~~
4.3 Assessment: formative and summative
4.4 Construction of teacher made test
4.5 Diagnostic test for children with disabilities.

UNIT ~~V~~5: Social Science Teacher as a Reflective Practitioner
5.1 Being a reflective practitioner- use of Action Research

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~~Developing~~ 5.2Developing an Action Research Plan for solving a problem in Teaching – learning of ~~social science~~Social ~~Case~~Science

5.3Case Study – Need and Importance for a School Teacher

~~Objective~~5.4Objective and limitation of case study

~~Evaluation~~ 5.5Evaluation work- achievement of ~~student in~~studentinsocial studies.

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~~
seminars, field trips, lectures demonstrations school visits and observations to teach this course

Course work/Practical/Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a Problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop question and achievement test in social science
- Organize activities like quiz, mock- parliament , field trips exhibitions and any other co-curricular activities in schools.

~~Essential~~Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- 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

~~Suggested Readings:~~

- Aggrwal,J. C.(2008). Teaching of Social Studies: A practical Approach (4thEd). UP: Vikas Publishing House ~~pvt ltd~~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.

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PAPER: A4M: PEDA GOGY OF TEACHING MATHEMATICS

COURSE ~~OBJECTIVES~~OUTCOMES **MARKS: 100 | CREDITS:** ~~04 |4|~~ **4+2 Hrs.** ~~/. /~~**wk**

~~After completing the course the~~ The B.Ed. Spl. Edu. HI Second Semester student ~~teacher~~ will be able to–

- CO1-Explain the ~~nature~~Nature and Significance of Mathematics ~~and its historical development with contribution of Mathematicians~~.
- ~~Describe the aims~~CO2-Explain the Instructional Planning in Mathematics.
- ~~o~~ CO3-Explain the Approaches and ~~objectives of teaching Mathematics at school level.~~
- ~~Demonstrate and apply skills to select and use different method of teaching~~Methods of Teaching Mathematics.
- ~~o Demonstrate Competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.~~
- ~~Demonstrate Skills to design and use various evaluation tools to measure learner achievement~~CO4-Explain the Teaching–Learning Resources in Mathematics.

- ~~Unit~~CO5-Explain the Assessment and Evaluation for Mathematics Learning.

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
1.5 Contribution of Mathematicians: Ramanujam, Aryabhatta, Bhaskaracharya, Euclid and Pythagoras.

~~Unit~~UNIT 2: Instructional Planning in Mathematics

2.1 ~~2.1~~ Aims and objectives of teaching Mathematics 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 Herbartian Approach of lesson planning
2.5 Unit Planning: Definition, Purpose & Elements

~~Unit~~UNIT 3: Approaches and Methods of Teaching Mathematics

~~Meaning~~ 3.1Meaning, importance of approaches and teaching methods
3.~~2Learner~~2 Learner centered & teacher centered teaching methods
~~3.3Lecture~~ 3.3 Lecture method, demonstration method and problem solving method, project method
3.4 Constructivist approach: comparison of traditional pedagogy & constructivist approach, traditional& constructivist classroom, characteristics of constructivist teachers
3.5 Action Research: Meaning, importance and use

~~Unit~~UNIT 4: Teaching–Learning Resources in Mathematics

4.~~1Teaching~~1 Teaching Learning Aids: Definition and importance
4.2 Mathematics Club: Concept, Objectives and Importance.
4.3 Mathematics Textbooks: Meaning, characteristics and criteria for evaluation.
4.4 Mathematics Laboratory: As a learning resource
~~4.5Application~~ 4.5 Application of different forms of ICT in Mathematics teaching: Audio aids, Visual aids and
Audio-visual aids

~~Unit~~UNIT 5: Assessment and Evaluation for Mathematics Learning

5.~~1Assessment~~1 Assessment: Concept, definition and importance,

~~5.2Evaluation~~ 5.2 Evaluation: Definition and importance.

5.3 C C E: Objectives, formative assessment and summative assessment

5.4 Achievement Test: Definition, Aims and steps of construction

~~5.5Diagnostic~~ 5.5 Diagnostic Test: Definition, characteristics and importance.

Practical/Field Engagement/Project Work

(Any one of the Following)

l. Preparation of multimedia presentation on a topic with special reference to students with disabilities

ll. 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

~~Essential~~Suggested **Reading/Learning Reference-**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Carey,L.M.(1988) *Measuring and Evaluating School learning,Boston:Allyn and Bacon*
- Chamber P(2010) Teaching Mathematics,~~Sage Publication,New delhi~~SagePublication,Newdelhi
- Chaman,L.R.(1970)*The Process of Learning Mathematics,~~New york~~Newyork:Pregamon Press.*
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- 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,~~New Delhi~~NewDelhi:neelkamal Publication
- Kumar,S.(2009)Teaching Mathematics,New Delhi :Anmol Publication
- Mangal , S.K.(1993)Teaching of Mathematics,~~New Delhi~~NewDelhi:Arya Book Depot.

~~**Suggested Readings:**~~

- UNESCO. *The UNESCO Source Book for Mathematics Teaching.* UNESCO, Paris.
- NCERT, (2005).*National Curriculum Framework*- 2005NCERT 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

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COURSE: A 5H:हिन्दी शिक्षण

पाठ्यक्रम के उद्देश्य – **MARKS: 100 | CREDITS: 4| 4+2Hrs./wkWk**

प्रस्तुत पाठ्यक्रम द्वारा बी.एड. विशेष शिक्षा-श्रवण बाधिता के विद्यार्थी इस योग्य होंगे कि-

- व्यक्ति तथा समाज के जीवन और विकास मे भाषा के योगदान से परिचित होंगे ।

- मूलभूत भाषा कौशलों और भाषा अधिगम मे उनकी भूमिका   CO1-गद्यका स्वरूप एवं   विशेषताओंका अनुभववर्णन करेंगे ।

- इकाई नियोजन और पाठ –योजना को बनाने एवं क्रियान्वित करने की प्रक्रिया मे कुशल होंगे ।

- CO2-गद्यकी पाठयोजना निर्माणकरेंगे

- CO3-पद्य का स्वरूप विश्लेषणकरेंगे

- CO4-पद्य की पाठ्योजना निर्माण कर करेंगे

- CO5-हिन्दी भाषा में व्याकरण का स्वरूपका विश्लेषण करेंगे

- CO6-व्याकरण शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन मे सक्षम होंगे । उद्देश्य, महत्व एवं विधियाँ की रचना करेंगे

- CO7-मॉडल ऑफ टीचिंग काहिन्दी शिक्षण के अधिगम लक्ष्यो कि प्राप्ति के लिए प्रयोज्य शिक्षण विधियो का प्रयोग करेंगे ।

- हिन्दी CO8-हिंदी भाषा शिक्षण के उद्देश्यों कि सहज प्राप्ति के लिए सहायक उपकरणो के निर्माण और उपयोग मे दक्ष होंगे ।

- भाषा अधिगम मे सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे ।

- भाषा अधिगम मे विद्यार्थियो कि कठिनाइयो के निराकरण के लिए क्रियात्मक अनुसंधानमें सूचना संचार तकनीकि का प्रयोग करेंगेकरने में चिंतन दैनंदिनिCO9-भाषाई कौशल और पोर्टफोलियो निर्माण कि प्रविधिउनका महत्व का उपयोगवर्णन करेंगे ।

ईक्राईइकाई १ : भाषा ,हिन्दी भाषा की प्रकृति एवं प्रयोज्यत्ता और पाठ्यवस्तु संवर्धन

- भाषा का प्रत्यय और उपयोगिता, बोली और मानक भाषा का प्रत्यय ।
- भाषा का कार्य एवं एक उपकरण के रूप में इसका उपयोग तथा भाषा अध्यापन के सिद्धांत ।
- मूल –भूत भाषा कौशल्यकौशलों – श्रवण,वाचन, पठन,और लेखन का परिचय(भूमिका एवं विधियाँ) ।
- हिन्दी साहित्य का सामान्य परिचय ,हिन्दी गद्य एवं पद्य साहित्य की विधाओ का सामान्य परिचय ।
- हिंदी साहित्य के इतिहास के विभाजन के आधार पर प्रमुख्य साहित्य एवं साहित्यकार के नाम ।

इकाई २ : भाषा अधिगम की प्रकृति और पाठ नियोजन

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

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इकाई ३ : हिन्दी की विविध विधाओंविधाओं के शिक्षण की विधियो का परिचय और उपयोग

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

इकाई ४ : भाषा अधिगम –शिक्षण मे सहायक सामग्रियों एवं शब्द- सृजन प्रक्रिया

- शिक्षण उपकरणों काउपकरणोंका संप्रत्यय ,उद्देश्य और उपयोगिता औरउपयोगिता ।
- अधिगम –शिक्षण के उपकरणों के प्रकार,श्यामपट ,चार्ट ,मानचित्र ,प्रतिरूप,फ्लैस कार्ड,काम्पैक्ट डिस्क व कैसेट्स, टीवी,कंप्यूटर, और इंटरनेट की प्रयोग विधि तथा अनौपचारिक शिक्षण उपकरण ।
- भाषा शिक्षण के दौरान शब्द- सृजनका प्रयोग–शुद्ध-अशुद्ध , पर्यायवाची शब्द, देशज- विदेशज शब्द
- भाषा शिक्षण के दौरान शब्द- सृजनका प्रयोग – उपसर्ग ,प्रत्यय ,संधि शिक्षण,समास शिक्षण
- भाषा अधिगम मे भाषा प्रयोगशाला की संरचना, कार्य विधि और इसका मूल्याकन ।

इकाई ५ : भाषा अधिगम के मूल्यांकन की प्रविधि एवं चिंतनशील साधक के रूप मे शिक्षक

- भाषा में मूल्यांकन की संकल्पना ,उद्देश्य और महत्व एवं प्रकार , और सतत एवं व्यापक मूल्यांकन ।मूल्यांकन।
- श्रुतलेख,सुलेख,अनुलेख,प्रतिलेख,कक्षागत पाठ्य सहगामी गतिविधियो : -गीत ,अभिनय, संवाद क्रियाकलाप,नेतृत्व के गुण और पोर्टफोलियो बनाना
- उपचारात्मक शिक्षण परिचय और प्रक्रिया |
- हिंदी शिक्षण में क्रियात्मक अनुसंधान की संकल्पना, गुण धर्म, भाषा शिक्षण में क्रियात्मक अनुसंधान की प्रक्रिया ।
- पाठ्यक्रम, पाठ्य पुस्तक का स्वरूप , उपयोगिता तथा पाठ्य पुस्तकों के प्रकार व विशेषताए|

संदर्भ पुस्तके–

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- हिन्दी शिक्षण : अभिनव आयाम , डॉ श्रुतिकान्त पाण्डेय अकसीस प्रकाशन ,दरियागंज नई दिल्ली 2010
- हिन्दी शिक्षण ,उमा मंगल ,आर्य बुक डिपो करोल बाग नई दिल्ली 2005
- हिन्दी शिक्षण ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदिर ,आगरा 2005
- हिन्दी साहित्य का इतिहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई दिल्ली 2006
- हिन्दी शिक्षण रमन बिहारी लाल ,रस्तोगी प्रकाशन ,मेरठ 2002
- हिन्दी शिक्षण ,सावित्री सिंह इंटरनेशनल प्रकाशन हाउस मेरठ 2004

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PAPER A5E: PEDAGOGY OF TEACHING ENGLISH

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

~~After Completing the Course the~~ The B.Ed. Spl. Edu.HI Second Semester student ~~teacher~~ will be able to–

- CO1-Explain the~~principles~~Nature of ~~language teaching and trends in~~ English Language & Literature.
- ~~Prepare an instructional plan in~~CO2-Explain theInstructional Planning.
- CO3-Explain theApproaches and Method of Teaching English.
  ~~Adopt various approaches and methods to teach English Language.~~
  ~~Use various techniques to evaluate the Achievement of the Learner in English.~~

- CO4-Explain theInstructional Materials and Evaluation
- CO5-Explain theEvaluation.

UNIT ~~I~~1: Nature of English Language & Literature

1.1 Language-definition
1.2 Principles of Language Teaching
1.3 Language Proficiency: Basic interpersonal communication Skills (BICS)
1.4 Cognitive Academic Language Proficiency (CALP)
1.5 English as Second Language in Indian context

UNIT ~~II~~2: Instructional Planning

2.1 Aims/objective of Teaching English at primary stages of schooling
2.2 Aims/objective of Teaching English at secondary & higher secondary stages of schooling
2.3 Lesson plan: Need and Importance
2.4 Procedure of Lesson Planning (Prose,Poetry,Grammar)
2.5 Planning and adapting lesson for children with Disabilities

UNIT ~~III~~3: Approaches and Method of Teaching English

~~Deference~~3.1Deference between an approach and method
~~Communicative~~ 3.2Communicative language teaching,Structural and constructive approach
~~Grammar~~ 3.3Grammar Translation Method, Direct method, ~~Bilingual method~~Bilingualmethod
~~Development~~ 3.4Development of four basic language skills: Listening, Speaking~~,~~ Reading and Writing
~~Techniques~~ 3.5Techniques in developing language ~~Teaching~~teaching children with disabilities

UNIT ~~IV~~4: Instructional Materials and Evaluation

~~The~~4.1The use of the instructional aids for effective teaching of English
~~Adaptations~~4.2Adaptations of ~~Teaching~~teaching materials for children with disabilities
~~Individualized~~4.3Individualized assessment for children with Disabilities
~~Instructional~~ 4.4Instructional materials-smart/black board, chart, flash card, word card~~,~~ models, OHP
~~Teaching~~4.5Teaching portfolio

UNIT ~~V~~5: Evaluation
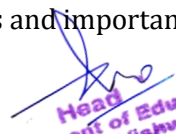
~~Evaluation~~5.1Evaluation-concept and need
~~Testing~~5.2Testing Language skills and Language element (Vocabulary, Grammar and Phonology)
~~Adaptation~~5.3Adaptation in Evaluation for Children with Disabilities
~~Test~~5.4Test for the special student –language development, reading skills
~~Diagnostic~~5.5Diagnostic 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

Course Work/Practical/Field Engagement

- Design teaching Programmed based on error analysis
- Develop an action research plan for measuring the effectiveness of agiven 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

Essential Readings:

Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- 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) Devloping 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

Suggested Readings:

- 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: ~~RadhaKrishna Anand~~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.
- ~~Sahu B~~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 B4 :: INCLUSIVE EDUCATION

COURSE ~~OBJECTIVES~~ <u>OUTCOMES</u>	MARKS: 50~~+~~| CREDITS: 2	2 ~~Hrs~~+1Hrs./wk

~~After completing the course the~~<u>The B.Ed. Spl. Edu. HI Second Semester</u>student~~-teachers~~ will be able to~~-~~

- *~~Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.~~*
- *~~Explicate the national & key international policies & frameworks facilitating inclusive education.~~*
- *~~Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.~~*
- *~~Describe the inclusive pedagogical practices & its relation to good teaching.~~*
- *~~Expound strategies for collaborative working and stakeholders support in implementing inclusive education.~~*
- **~~Unit~~**CO1-Explain the~~Introduction to~~ Inclusive Education.
- CO2-Explain the~~Polices~~& Frameworks Facilitating Inclusive Education.
- CO3-Explain the~~Inclusive Academic Instructions & Supports for~~ Inclusive Education.

<u>UNIT</u> **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 Benefits of ~~InclusiveEducation~~<u>Inclusiveeducation</u> for students with special needs and students without special

needs.

1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation &Empowerment.

1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional.

~~Unit~~<u>UNIT</u>**2: Polices & 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) ~~andRights~~<u>and Rights</u> of Persons with Disabilities (RPWD 2016).

2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

2.4 Programmes and ~~Scheme: IEDC1974, SSA2000,~~<u>Schemes: IEDC,1974,SSA,2000,</u>RMSA,2009, ~~IEDSS2009~~<u>IEDSS,2009</u>.

2.5 Rights of children to Free and Compulsory Education Act (RTE Act, 2009).

~~Unit~~<u>UNIT</u>**3: Inclusive Academic Instructions &Supports for Inclusive Education**

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~~

<u>Learning</u>Strategies.

~~Strategies.~~

3.3 Stakeholders of Inclusive Education & Their Responsibilities.

3.4 Family Support & Involvement for Inclusion.

3.5 Community Involvement for Inclusion.

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~~withDisabilities

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

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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 ~~Readings:~~**Reading/Learning Reference-**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- 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) .*InclusiveEducation.*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 Edcuation*. 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*~~*BehaviourProblems*.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 Sstudy* . Philadelphia: Open University Press.

- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational*
- *Needs - Strategies for the Regular Classroom.*4th Edition, London RoutledgeFalmer:
  Taylor & Francis Group.

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COURSE (HI C2):CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

COURSE ~~OBJECTIVES~~ __OUTCOMES__ MARKS: 100 | CREDITS: 4 | 4+2 Hrs.~~/. /~~wk

~~After completing the course the~~ The B.Ed. Spl. Edu. HISecond Semester student ~~teaccers~~ will be able to–

- *Familiar with concept of curriculum and explain the importance of designing it for*

- *children with hearing impairment in the context of 21st Century* 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.

- *Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.*

- *Describe*CO5-Explainthe *need for curricular adaptation and decide suitable adaptation and undertake it.*

- *Appreciate the need for curricular* effective use of different forms of evaluation *and describe the tools and methods for.*
  evaluating it.

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
1.5. Curricular needs of children with hearing impairment in non-scholastic areas

Unit 2: Developing Literacy Skills: Reading

2.1Literacy Skills: meaning,scope.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)
2.5. Challenges and Remedial strategies

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 (coppying,guided writing)
3.4. Steps and Strategies in Developing Writing
3.5. Challenges and Remedial Strategies

Unit 4: Curricular Adaptation

4.1. Curricular Adaptation- Meaning and Principles
4.2. Need of Curriculum Adaptation
4.3. Adapting Curriculum- Content, Teaching-learning Material, and Instruction
4.4. Types of Adaptation and Process
4.5. Adaptation in Student's Evaluation and Examination

Unit 5: Curricular Evaluation

5.1. Concept, Need for Curricular Evaluation

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5.2. Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)

5.3. Areas of Curricular Evaluation: Context, Input, Process and Product

5.4. types of adaption ,Test& Tools for Evaluation

5.5. Challenges in Curricular Evaluation

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- ~~Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan~~
- ~~Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation~~
- ~~Take any two pages from either history or science text book from secondary section and adapt the content and presentations of the same for a child with hearing impairment.~~
- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Evaluate a textbook to develop a rubrics an evaluation tool
- Prepare a blueprint
- Prepare a portfolio

MODE OF TRANSACTION &~~Evaluation~~ EVALUATION

~~Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests~~

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student .Hence direct instruction alone will not help. Experiential method, task analysis, discussion, debates; teach re-teach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

Suggested ~~Readings:~~Reading/Learning Reference-

- ~~Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoriticaland practical considerations. Boston, MA: College-Hills Press.~~
- ~~Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.~~
- ~~Gathoo, V. (2006). Curricular Startegies and Adaptations~~WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Cook, R, E, Tessier, Annette &Armbruster, Virginia B: Adapting early childhood curricula for children with ~~Hearing Impairment~~special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New ~~Delhi: Kanishka Publishers~~Jersey. Prentice-Hall, 1982.
- ~~Marsh, C.J. (2004). Key concepts for understanding curriculum. RoutledgeFalmer.~~
- ~~Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction.Gallaudet University Press.~~

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- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB: Peguis Publishers.
- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.
- Posner, G.J., &Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum
- Development for Teachers. Pearson.
- Pathak , K.K. (2015) Inclusive language and Communication S. R. Publication :
- New Delhi
- 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.

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COURSE E2:PRACTICAL- DISABILITY SPECIALISATION*

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

SL.~~no~~ No.	~~Tasks~~**Task for the student-teacher**	~~Education setting~~ **Disability focus**	~~Specific activities~~**Education setting**	Hrs (60)	~~Submissions~~**Description**
1	~~Assessment of hearing~~ Classroom Observation	~~Institute / Clinic~~ Other than major Disability	~~*Observation of: BOA, conditioned Pure tone Audiometry, Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and recommendations~~ Special School	~~10~~ 20	~~Journal with reflections~~Observation of all subjects at different level, Minimum 20 school period
2	~~Assessment of speech~~ a. Micro Teaching & Simulated Teaching	~~Institute / Clinic~~ General	~~*Listening to speech of children with~~ and without ~~hearing loss and identifying parameters (Non segmental, segmental & supra segmental) 3 children each *Observing speech assessment (screening) – 2 children *Carrying out speech assessment (screening) 2 children~~ Institute	~~10~~ 20	~~Journal with reflections~~ 10 Lesson
3	~~Assessment of language~~ b. Micro Teaching & Simulated Teaching	~~Institute / Clinic~~ Major Disability	~~*Studying & describing language tests – 1 *Observations of any one test administration – 1 child *Administering any 1 test in a group *Observation of developmental scale-3 children~~ Institute	~~10~~ 20	~~Journal with reflections~~ 10 Lesson
4	~~Assessment in developmental psychology~~	~~Institute / Clinic~~	~~*Studying & describing:- intelligence and personality test *Observing assessment of children using any two of the above *Studying 5 assessment reports~~	~~10~~	

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			and noting the diagnosis and recommendations		
		Total		60	

Area E2- Practical Disability Specialization (Area C) *

Sl.no.	Tasks for the student-teachers	Disability focus	Education setting	Hrs	Description
1.1	Classroom observation	Other Than Major Disability	Special school	20	Observation of all subjects at different level, minimum 20 school periods.
1.3	a Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b Micro teaching & simulated teaching	Major Disability	institute	5	10 lessons

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

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COURSE HIC3 : EDUCATIONALINTERVENTION: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES
COURSE OBJECTIVES   OUTCOMES **MARKS: 100 | CREDITS: 4 | 4+2 Hrs./wk**

After completing the course theThe B.Ed. Spl. Edu. HI Third Semesterstudent teachers will be able to–

- To understand about programmesCO1-Explain theNeed & Strategies for early interventionEarly Intervention of infants and children with Hearing ImpairmentLoss .
- Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.
- Explain various approaches to teaching, strategies for speech intervention.
- Describe methods, techniques and options to facilitate language and communication.
- Explain the concept, principles and practices, linkages and outcomes of educational intervention.
- CO2-Explain theAuditory 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

1.5 Intervention of late identified children with hearing impairment: Challenges & Strategies

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

2.1 Concept of 'Auditory Listening': Unisensory& Multisensory approaches

2.2 Auditory training: Importance, types (Individual & Group) and Stages

2.3 Auditory Verbal Therapy: Principle, philosophy and role of teacher

2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences

2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 3: Speech Intervention Strategies

3.1 Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable Unit approach

3.2 Ling's Approach (model for speech teaching)

3.3 Orientation of speech and aspects of speech

3.4 speech errors in hearing Impairment& aspects of speech

3.5 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

4.5 Tuning the environment (Home & School) for facilitating language & Communication

Unit 5: Educational Intervention Strategies

5.1 Educational Intervention: Concept, Need & Areas (curricular & co curricular) &

Types of educational intervention (group, individual, developmental, remedial)

5.2 Principles and practices in early educational intervention: Family centered, contextualized (natural & inclusive environment) & integrated (collaborative)

5.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)

5.4 Partnership of various professionals & agencies in educational intervention

5.5 Child & Family Outcomes of Early Educational Intervention

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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 ~~Readings:~~**Reading/Learning Reference-**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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B.Ed.Special Education (HI)/Semester—III/ wef2020-21| Page. 62

COURSE ~~C4~~HI C 4: TECHNOLOGY AND DISABILITY

COURSE ~~OBJECTIVES~~ <u>OUTCOMES</u> **MARKS: 100 | CREDITS: 4 | 4+2 Hrs. ~~/. /~~wk**

~~After completing the course the~~ <u>The B.Ed. Spl. Edu. HI Third Semester</u> student ~~teachers~~ will be able to—

- *~~Enumerate various listening devices and describe ways of effective usage and maintenance.~~*
- *~~Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.~~*
- *~~Narrate the range of technological applications that can be used for facilitating communication and language.~~*
- CO1-Explain the Listening Devices and Classroom Acoustics   .
- CO2-Explain the Technology for Management for Speech.
- CO3-Explain the ~~*present and future technologies facilitating*~~ Technology Facilitating Language & Communication
- CO4-Explain the ~~*education of children with*~~ Technology Facilitating Education. ~~*hearing impairment.*~~
- *~~Identify different resources (financial & human) to obtain technology.~~*
- CO5-Explain the Resource Mobilization for Technology.

Unit 1: Listening Devices and Classroom Acoustics

1.1 Listening devices: Types (Individual & Group), Block diagram of Hearing aids, ~~classification~~Classification of hearing aids based on   style (body level, ear level), technology (analog, programmable, digital), Ling's six sound

1.2 Ear moulds: Types, Importance, Care & maintenance

1.3 Classroom amplification devices, Hard wire, loop induction, infra-red& FM ~~systems~~system ~~their importance in educational management~~

1.4 Cochlear Implant, BAHA &BERA: components, functioning & importance

1.5 Comparison between individual hearing aids, group hearing aids, care & maintenance

Unit 2: Technology for Management for Speech

2.1 Computer based training aids/equipment for management of speech (Dr. Speech~~,~~ ~~Vaghmi~~)

2.2 Use of computer based speech equipment for management of voice in children with hearing impairment

2.3 Speech trainer: concept, its part & types

2.4 Basic infrastructure required for using computer based speech training aids/equipment

2.5 Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication

3.1 Low cost technology and its application in development of teaching learning material

3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, ~~Serch~~Search engines, Online learning material, ~~Language apps~~

3.3 Training of ISL

3.4 Sign to text and Text to sign technology

3.5 ~~Augmentative and Alternative communication for children with Hearing Impairment~~

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3.5 Language apps

Unit 4: Technology Facilitating Education

4.1 Technology and its impact on education: Changing Trends in teaching & learning

4.2 Trouble shooting: concept and function

4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology

4.4 ICT and education of children with Hearing Impairment: Planning, Implementation
     & Evaluation of teaching-learning

4.5 Future technologies: Universal Design: Meaning & Scope

Unit 5: Resource MobilisationMobilization for Technology

5.1 Agencies for Aids & Appliances: Government and non-government

5.2 Eligibility criteria for availing funding under Government schemes

5.3 Procedure for availing funding from different agents

5.4 Challenges encountered with cost involved in maintenance of devices after availing

funding and ways to overcome

5.5 Agencies/Strategies to locate required human resources for various services

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

1. Draw a neat labelled 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 & sappliances

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MODE OF TRANSACTION& EVALUATION

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

Suggested Readings:Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
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- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
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COURSE HI–C5: ~~PSYCHOSOCIAL~~PSYCHO SOCIAL AND FAMILY ISSUES

COURSE ~~OBJECTIVES~~OUTCOMES MARKS: 50 | CREDITS: 2 | 2+1 Hrs ~~/. /~~wk

~~After completing the course the~~The B.Ed. Spl. Edu. HI Third Semester student ~~teachers~~ will be able to–

- ~~o~~ CO1-Explain the ~~concept of psycho-social issues.~~
- ~~o~~ ~~Reflect on various dimensions~~Overview of Psycho-social ~~issues among children with HI.~~
- ~~o~~ ~~Understand various Family issues children with HI.~~
- ~~Learn the importance of intervening strategies~~Aspects and ~~ways of handling issues~~Disability.
- ~~Discuss the concept of networking and liaising with the parents, community, family, school and NGO's.~~ CO2-Explain the Family Need.
- CO3-Explain the Family Empowerment .

Unit 1: Psychosocial Aspects and Disability

1.1 Overview of psychosocial development

1.2 Educational Implications of hearing impairment.

1.3 Role of teacher of children with hearing impairment.

1.4 Role of school in psychosocial development of children with hearing impairment.

1.5 Role of community in psychosocial development of children with hearing impairment.

Unit 2: Family Need

2.~~1Family~~1Family: Definition and types.

2.2 Parenting Styles: Authoritarian, permissive and democratic.

2.3 Characteristics of a healthy family.

2.4 Building parents' confidence for making informed choices: communication options,

options for listening devices, school placement

2.5 common misconceptions of family to word hearing impaired children

Unit 3: Family Empowerment

3.1 Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits

3.2 Encouraging family acceptance of listening devices and ensuring its regular use

3.3 Supporting family in fostering and developing communication and language

3.4 Family counseling.

3.5 Encouraging family involvement in educational programme

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

☐ Compile five activities that could be undertaken to foster parents acceptance of their

child's impairment

☐ Select a tool to measure parent's self-efficacy and administer it on three parents

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and
   submit with brief reflections.
☐ Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

- **MODE OF TRANSACTION& Evaluation:** Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, ~~Tests~~

Suggested ~~Readings:~~Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

Dunst.C, Trivette.C&Deal.A (1996).   *Enabling & empowering families. Principles*
- *guidelines for practice.*Cambridge, MA : Brookline Books.
- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness
- Scheetz, N.A.(2000). *Orientation to Deafness.*Boston, MA: Allyn and Bacon.
- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), The deaf child in the
- family and school, laurance Erlbaum

- Beazley Sarah & Moore Michele, Deaf children their families and professionals dismantling barriers, davidFultron publishers (2005)
- Brown Ivan and ray Brown (2000), Quality of life and disability
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). *Teaching the teachers: Preparing educators to engage families for student achievement.*Cambridge, MA: Harvard Family Research Project.
- CorterMairian (1966) deaf transactions:Deaf families, deaf communities and deaf identities, Jessica Kingsley publishers
- Ed Par Ila, Cultural diversity and the deaf experiences (1966), Cambridge university press, USA Marscark m and Clark M.D. , Psychological perspectives on deafness Vol I & II, 1998

COURSE D1: READING AND REFLECTION ON TEXT

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COURSE ~~OBJECTIVES~~OUTCOMES MARKS: 50 | CREDITS: 2 | 2+1 Hrs~~./.~~/wk

~~After completing the course the~~ The B.Ed. Spl. Edu. HI Third Semester student~~-teachers~~ will be able to~~–~~

- *~~Reflect upon current level of literacy skills of the self.~~*
- *~~Show interest and begin working upon basic skills required to be active readers in~~*
- *~~control of own comprehension.~~*
- *~~Show interest and begin working upon basic skills required to be independent writers~~*
- *~~understanding adequate intent, audience and organization of the content.~~*
- *~~Prepare self to facilitate good reading writing in students across the ages.~~*
- *~~Find reading writing as learning and recreational tools rather than a course task~~*

- ~~Unit 1:~~ CO1-Explain the Reflections on Literacy and Reading Comprehension~~.~~
- ~~1.~~CO2-Explain the Developing Literacy Skills: Reading.
- CO3-Explain the Practicing Independent Writing

UNIT 1: Reflections on Literacy and Reading Comprehension

1~~Role.~~1Role of Literacy in Education, Career and Social Life

   1.~~2 Basic~~2Basic Braille Literacy

1.~~3 Meta~~3Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

1.~~4 Developing~~4Developing Good Reading Skills and Habits in Primary Level Students: Activities and
~~and~~ Strategies

   1.~~5 Basic~~5Basic Understanding of Reading Comprehension of Children with Disabilities

~~Unit~~UNIT 2: Developing Literacy Skills: Reading

   2.1Literacy Skills: meaning, ~~scope. reading~~scopereading meaning and Pre-requisites of reading

   2.~~2. Types~~2Types 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~~4Models of reading skills (top- down, bottom- up, interactive)

2.5~~.~~ Challenges and Remedial strategies

~~Unit~~UNIT 3: Practicing Independent Writing

   3.1~~.~~ Writing meaning,Pre-requisites of writing.

   3.2~~.~~ Assessment of written language at different levels

   3.3~~.3.~~Types of writing (copying,guidedwriting,independent writing)

   3.4~~.~~ Steps and Strategies in Developing Writing

3.5~~.~~ Challenges and Remedial Strategies

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

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 ~~Readings:~~Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- 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.

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- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston

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- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.

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- 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.NityanutanPrakashan, Pune.
- Pathak , K.K. (2015) Inclusive language and Communication S. R.Publication . New Delhi

COURSE E 3:PRACTICAL DISABILITY SPECIALISATION#

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

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

- Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-3 and F-1 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 F 1:MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C)#

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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	Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) **A.** Linking Ling's 6 Sound test **B.** observing different hearing aid	15	15	
2	Speech intervention	Institute / Clinic	Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	15	15	
3	Learning and practicing ISL	Institute / Clinic/ ISL center	To learn and practice Basic school / vocabulary,Common,phrases, Conversations, Sample subject Texts, Stories in signs.	30	20	
4	Teacher assistant	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	30	10	
5	Practicing functioning as a teacher**		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	10	
6	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	
7	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	10	
8	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	

as their performance in the practical and /OR Viva voce examination.

COURSE A6: BASIC RESEARCH AND BASIC STATISTICS

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COURSE ~~OBJECTIVES~~ OUTCOMES MARKS: 50 | CREDITS: 2| 2+1 Hrs ~~/ /~~ wk

~~After completing the course the~~ The B.Ed. Spl. Edu. HIFourth Semester student ~~teachers~~ will be able to–

- ~~*Describe the concept*~~CO1-Explain theIntroduction to Research.
- CO2-Explain theTypes and ~~*relevance*~~Process of ~~*research in education*~~Research.
- CO3-Explain theMeasurement and ~~*special education.*~~Analysis of Data.
- ~~*Develop an understanding of the research process and acquire competencies for conducting a research.*~~
- ~~*Apply suitable measures for data organization and analysis.*~~

~~Unit~~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 Scientific Research Method
1.5 Research in Education and Special Education

~~Unit~~UNIT 2: Types and Process of Research

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

~~Unit~~UNIT 3: Measurement and Analysis of Data

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

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

Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter

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- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Suggested ~~Readings~~ Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- 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, Thiruvananathapuram.
- 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 B5 (A~~) :~~):COMMUNITY BASED REHABILITATION

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COURSE ~~OBJECTIVES~~ **OUTCOMES** MARKS: 50 | CREDITS: 2 | 2+1 Hrs.~~/.~~ /wk

~~After completing this course the~~The B.Ed. Spl. Edu. HIFourth Semester student ~~teachers~~ will be able to–

- CO1-Explain the Introduction to Community Based Rehabilitation (CBR).

- CO2-Explain the *concept, principles and scope of community based rehabilitation.*

- *Learn the strategies* Preparing Community for *promoting public participation in CBR* CBR   .

- *Apply suitable methods for preparing persons with disability for rehabilitation within the community.*
- *Provide need-based training to persons with disabilities.*
- *Develop an understanding of the role of government and global agencies in CBR.*
- ~~Unit~~ CO3-Explain the Preparing Persons with Disability for CBR.

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
1.5 Scope and Inclusion of CBR in Government Policies and Programs

~~Unit~~ 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 Counselling and Family Support Groups
2.5 CBR and Corporate Social Responsibility

~~Unit~~ UNIT 3: Preparing Persons with Disability for CBR

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

I. Visit an ongoing CBR program and write a report on its efficacy
II. Organize a community awareness program
III. Conduct a focus group discussion on a selected disability issue with school/college students

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion on

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selected case studies, classroom seminar/debates.

Suggested ~~Readings:~~**Reading/Learning Reference-**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- 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 AIl" in World Health Magazine, WHO, Geneva

COURSE B5 (B~~) :~~**):APPLICATION OF ICT IN CLASSROOM**

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COURSE ~~OBJECTIVES~~ **OUTCOMES** **MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

~~After completing the course the~~ The B.Ed. Spl. Edu. HI Fourth Semester student ~~teacher~~ will be able to–

- *Gauge the varying dimensions in respect of* CO1-Explain theInformation Communication Technology (ICT) and *Applications in* Special Education .
- ~~Delineate the special roles of ICT Applications.~~
- ~~Acquire Familiarity with Different Modes of Computer-Based Learning.~~
- CO2-Explain theUsing Media and Computers
- CO3-Explain theVisualizing Technology-Supported Learning Situations

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

1.1 Concept ~~, Meaning and~~, Meaningand 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

1.5 Three ~~A~~A's of ICT Application—Access, Availability, Affordability

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)~~ AndComputers)

2.~~3 Importance~~3Importance of Newspaper in Education

2.4 Computer as a Learning Tool: Effective Browsing ~~Of~~of the Internet for Survey of Educational

Sites and Downloading Relevant Material.

2.5 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

Unit 3: Visualizing Technology-Supported Learning Situations

3.1 E-Classroom: Concept, Organizing E-Classroom and Required ~~Adaptations~~AdaptationsforStudents ~~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)

3.5 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs'~~,~~

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

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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 ~~Readings:~~**Reading/Learning Reference-**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- 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 B5(C~~) :~~**):GUIDANCE & COUNSELLING**

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COURSE ~~OBJECTIVES~~ <u>OUTCOMES</u> | MARKS: 50 | CREDITS: 2 | 2<u>+1</u> Hrs ~~/. /~~wk

~~After learning this course the~~ <u>The</u> B.Ed. Spl. Edu. HI<u>Fourth Semester</u> student ~~teachers~~ will be able to ~~–~~

- ~~• Apply the skills of guidance and counselling in classroom situations.~~
- ~~• Describe~~<u>CO1-Explain the</u>Introduction to Guidance and Counselling.
- <u>CO2-Explain the</u>Enhancing Self Image and Self Esteem.
  <u>CO3-Explain</u> the~~process of development of self-image~~<u>Guidance</u> and ~~self-esteem.~~
- ~~• Appreciate the types and issues of counselling and guidance~~<u>Counselling</u> in ~~inclusive settings~~<u>Inclusive Education</u>.

Unit 1: Introduction to Guidance and Counselling

1.1 Guidance and Counselling: Definition and Aims
1.2 Areas of Guidance and Counselling
1.3 Core Conditions in Counselling
1.4 Skills and Competencies of a Counsellor
1.5 Role of Teacher in Guiding and Counselling Students with Special Needs

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
2.5 Role of Teacher in Developing Self-Esteem in Children

Unit 3: Guidance and Counselling in Inclusive Education

3.1 Current Status with reference to Indian School
3.2 Types of Counselling: Child-Centred, Supportive, Family
3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational ~~Guidance~~

Guidance

3.4 Group Guidance: Group Leadership Styles and Group Processes
3.5 Challenges in Group Guidance

Practicum/ Field engagement
I.   Counselling and report writing on a selected case
II.   II. Simulation of a parent counselling session
III.   III. Report of critical observation of a given counselling session

~~Transaction~~

Mode of<u>Transaction</u>: The transaction for this course should be done with a perspective to enhance in the ~~studentteachers~~<u>student teachers</u> the ability to become a "People-helper". They should be able to appreciate the role of a guide and counsellor in the school setting.

~~**Essential Readings**~~

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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

• 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.~~

Phillipines.

• Pal, O.B. (2011). Educational and Vocational Guidance and Counselling.~~Soujanya Books~~SoujanyaBooks, New

Delhi.

COURSE B5 (D~~) :~~): BRAILLE AND ASSISTIVE DEVICES

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COURSE ~~OBJECTIVES~~OUTCOMES **MARKS: 50 | CREDITS: 2 | 2+1 Hrs.~~/~~/wk**

~~After learning this course the~~ The B.Ed. Spl. Edu. HI Fourth Semester student~~-teachers~~ will be able to–

~~• Acquire basic information about Braille, its relevance and some important functional aspects.~~

~~• Get basic information on types and significance of different Braille devices.~~

~~• Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.~~

- ~~Unit~~CO1-Explain theBraille.
- CO2-Explain theBraille Devices-- Types, Description and Relevance.
- CO3-Explain theOther Devices – Types, Description and Relevance.

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
1.5 Braille Reading and Writing Processes

~~Unit~~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
2.5 Braille Translation Software

~~Unit~~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
3.5 daisy Books, daisy recording smart phone

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. Draw up an item-wise price list of at least ten devices from different sources.
c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual ~~impairment.~~
impairment.

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d. Prepare a report on the availability and use of Mathematical devices (at least two) in one special

school and on inclusive school.

e. Make a report on the application of at least two non-optical devices for children with low vision.

Essential Readings
Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

• A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). The Royal National Institute for the Blind, London.

• Ashkroft, 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.

Suggested Readings
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 B6 (A)):COMMUNICATION OPTIONS: ORALISM

COURSE ~~OBJECTIVES~~ **OUTCOMES** **MARKS: 50 | CREDITS: 2 | 2+1 Hrs /. /wk**

~~After learning this course the~~ The B.Ed. Spl. Edu. HI Fourth Semester student ~~teachers~~ will be able to–

- *Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.*
- *Exhibit beginner level hands on skills in using these options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and*
- *fluency to be used while developing spoken language in children with hearing losses.*

- ~~Unit 1:~~ 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.

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
1.5 Oralism –meaning Definition, scope,prerequisite

~~Unit~~UNIT2: 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 Practicing Skills in Story Telling/ direct activity / visit/ Poems
2.5 How to make schools more conductive for oralism?

~~Unit~~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~~Block diagram of Hearing Aid ,. concept and its part.
3.4 hearing Aid -its types & care and maintenance
3.5 AV Therapy: concepts, philosophy and principles

MODE OF TRANSACTION:

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

Suggested ~~Readings:~~**Reading/Learning Reference-**

- WWW- As per required websites for concern topic.

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

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- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practi*ce , Ag Bell
- Heller, R. (1999). *Managing Change.* Dk Publishing: New York.
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- Paul, P. V. (2009). *Language and Deafness.* Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness*   . (2010).
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- Cole, E., &Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.
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- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
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- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication.
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COURSE B6 (B): MANAGEMENT OF LEARNING DISABILITY

COURSE ~~OBJECTIVES~~ <u>OUTCOMES</u> **MARKS: 50 | CREDITS: 2| 2<u>+1</u> Hrs.~~/.~~ /wk**

~~After completing the course the~~ <u>The B.Ed. Spl. Edu. HI Fourth Semester</u> student~~-teachers~~ will be able to<u>–</u>

- <u>CO1-</u>Explain the *concept, causes and characteristics of learning disabilities.*
- *Discus different types of learning disabilities and its associated conditions.*
- *Develop teacher made assessment test in curricular areas.*
- *Plan appropriate teaching strategies as per the specific needs of children with learning disability.*
- ~~Unit 1:~~ Learning Disabilities: Type*s*
- <u>CO2-Explain theAssessment of Basic Curricular Skills   .</u>
- <u>CO3-Explain theIntervention Strategies in Basic Skills of Learning.</u>

<u>**UNIT 1: Learning Disabilities: Types**</u>

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

~~Unit~~<u>UNIT</u> **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
2.5 Standardized Tests: Types & Purpose

~~Unit~~<u>UNIT</u>**3: Intervention Strategies in Basic Skills of Learning**

3.1 Language skills
3.2 Reading
3.3 Writing
3.4 Maths skills
3.5. Social skills

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

MODE OF TRANSACTION:

This activity-based approach should allow the teacher to step back and allow the   student-

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teachers to self-facilitate. The student-teachers must be given experience in the various settings such as clinics, schools, resource centers etc, for exposure to actual assessment. Discussions, debates, simulations, collaborative methods, must be used for transaction.

Suggested ~~Readings:~~**Reading/Learning Reference-**

 ☐ WWW- As per required websites for concern topic.

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

 ☐ Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successfull 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, Baston.

 ☐ Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) . Pearson. New Jersey

 ☐ Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York

 ☐ Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.

 ☐ Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley &Sons,Ltd. London.

 ☐ Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London

 ☐ Karanth, P., &Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi

 ☐ Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press,California

 ☐ McCardle, P., Miller, B., Lee, J, R., &Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.

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 ☐ Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning isabilities. (3rd revised) Maryland. York Press.

 ☐ Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

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COURSE B6(C~~) : BRAILLE~~): ORIENTATION AND ~~ASSISTIVE DEVICES~~ MOBILITY

COURSE ~~OBJECTIVES~~OUTCOMES **MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

~~After learning this course the~~ The B.Ed. Spl. Edu. HI Fourth Semester student~~teachers~~ will be able to–

~~• Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.~~

~~• Acquire basic knowledge of human guide techniques.~~

~~• Describe pre-cane and cane travel skills and devices.~~

~~• Get acquainted with the importance and skills of training in independent living for the visually impaired.~~

- ~~Unit 1:~~ 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.

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
    1.5 Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

    2.1 Grip
    2.2 Stance
    2.3 Hand Position
    2.4 Speed Control
    2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Cane Travel Techniques and Devices & Training ~~In~~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
    3.5 Eating Skills and Etiquette

Course Work/Practical/ Field Engagement

Undertake any two of the following

a. Act as a sighted guide in different situations/settings.

b. Prepare a list of canes and other devices available with various sources along with prices.

c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).

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d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.

e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

Essential Readings
Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

• 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.

Suggested Readings

• 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 B6(D) : VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

COURSE ~~OBJECTIVES~~OUTCOMES **MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

~~After learning this course the~~ The B.Ed. Spl. Edu. HI Fourth Semester student~~teachers~~ will be able to~~-~~

~~• Develop an understanding of vocational education & its relevance for PWD's.~~
~~• Carry out vocational assessment and make vocational training plan. • Plan for transition from School to job.~~
~~• Identify various avenues for job placement.~~
~~• Facilitate PWD's in making choice of vocational trades.~~

- ~~• Acquire the concept of independent living and empowerment.~~CO1-Explain theFundamentals & Assessment of Vocational Rehabilitation.
- CO2-Explain theVocational Transition & Curriculum Planning.
- CO3-Explain theProcess of Vocational Rehabilitation & Placement.

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~~
employment
1.3. Approaches and models of Vocational training
1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools
1.5. Approaches & Principles of vocational assessment

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
2.5. Development of Vocational Curriculum

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
3.5. Equal opportunities and attitudes towards persons with disabilities

Hands on Experience

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

Suggested Readings

- WWW- As per required websites for concern topic.

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

• 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.

• Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.

• Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.

• Whitehead, T. D., &Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York.

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COURSE D2: DRAMA AND ART IN EDUCATION

COURSE ~~OBJECTIVES~~ OUTCOMES MARKS: 50 | CREDITS: 2| 2+1 Hrs. ~~/.~~ /wk

~~After completing the course the~~ The B.Ed. Spl. Edu. HI Fourth Semester student ~~teachers~~ will be able to ~~–~~

- ~~Exhibit Basic understanding in art appreciation, art expression and art education.~~
- ~~Plan and implement facilitating strategies for students with and without special needs.~~
- ~~Discuss the adaptive strategies of artistic expression.~~
- ~~Discuss how art can enhance learning.~~

~~Unit 1: Introduction to Art & Art Education~~
- ~~Introduction of Art and~~ CO1-understand different forms of ~~arts.~~art
~~1.1 Art: Meaning, definitions and classification.~~
- ~~1.3Art education: Meaning, scope and difference between~~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

WORKSHOP–I: 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.
- Drama in education: Adapting of different texts and concepts or themes from the curricular areas to be practiced by student teachers.

~~1.4 Art therapy: Concept and application to students with and without disabilities.~~
~~Unit 2: Performing Arts: Dance, Music~~WORKSHOP–II: ART AND CRAFT–Suggested themes:

Engagement in and designing of and ~~Drama~~

~~2.1 Basic knowledge and definitions of music, dance and Drama.~~

~~2.2 Elements of music with practical knowledge.~~

~~2.3 Basic knowledge of Instruments with practical: Tabla and Harmonium~~

~~2.4 Understanding various forms of music, Classical- vocal and instrumental, Sub-Classical, Light~~

~~music, folk music.~~

~~2.5 Enhancing learning through dance, music and drama for children with and without special~~

~~needs.~~

~~Unit 3: Visual Arts:~~

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3.1 ~~Basic knowledge and elements of visual art.~~

3.2 ~~Exposure to selective basic skills in visual art.~~

3.3 ~~Engagement, assignment and participation~~ explaining evaluation schemes for any two of the following activities ~~focusing on~~

- focussing on colour, textures, form, composition and thematic content: Poster making, origami and paper crafts, painting, drawing, comic strips or books, screen painting (pat chitra), pottery, terracotta, curving, collage, or any other relevant form of fine art.

3.4 ~~Enhancing learning through visual art for children with and without special needs.~~

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

- ~~'hot seating' activity for historical / contemporary personalities wherein students play The role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)~~
- ~~Portfolio submission of the basic skills exposed in any one of the art forms of choice~~
- ~~Write a self-reflective essay on how this course on art will make you a better teacher~~
- ~~Learn and briefly explain how music notations are made. Submit a brief report OR Learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation~~
- ~~Observe an art period in a special school and briefly write your reflections on it~~

~~**MODE OF TRANSACTION** & Evaluation: Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests~~

- 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 and making the school environment aesthetically viable using artifacts and displays.

WORKSHOP–III: 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, etc.

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

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exploringthe society and the world around, structured exercises for coordinating, enhancing and translating imagination into physical expression, situation building

Evaluation scheme: *Grades and credits will be awarded on practical performance and participation for enthusiastically and democratically organising such activities and demonstrating ability to use the learned ideas into practice, ability to design and undertake dramatics and other art forms in education and develop justifiable evaluation criteria so as to become able leaders for promoting co–curricular activities in the schools*

Suggested Readings

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

- 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.

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COURSE E4: PRACTICAL CROSS DISABILITY AND INCLUSION*

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

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	Submission
1	Infrastructure of an Inclusive school	Inclusive school	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human esource& Inclusive teaching practices) available in an Inclusive school	10	Report with reflect-ions
2	Assisting Teacher		Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice	10	
3	Remedial support	Inclusive school	Teaching special children for specialised support for achieving the content mastery - 2 students	10	
4	Student evaluation	Inclusive school	Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	10	
5	IEP	Special Education major disability	Individualised Teaching lessons on different levels for selected subjects	10	10 lessons
6	Community work/tour	Society /school	Community work		

Note: *Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability*

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COURSE F2: OTHER DISABILITY SPECIAL SCHOOL*

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

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	~~submissions~~ Submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/ class work, Writing diaries & Assisting in school celebrations	**10**	Journal of daily reflections and learning
2	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	10	Journal
3	modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Downloading power points, AVs for concept development involving students	10	Journal
Total				**30**	

COURSE (F2): OTHER DISABILITY SPECIAL SCHOOL*

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 20 school periods

Note: *Practical timing shall be included in time table (minimum of four week)*

Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

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COURSE (F3): INCLUSIVE SCHOOL*

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Any disability	Inclusive schools	Minimum 25 school periods

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

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

*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 four 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.