



CURRICULUM

FOR

TWO-YEAR

B.Ed. Special Education Programme

(Hearing Impairment)

Academic Session: 2021-2023

Department Of Education

Guru Ghasidas Vishwavidyalaya

(A Central University)

Bilaspur, Chhattisgarh

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

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

- a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- b. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
- c. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- d. Enhance knowledge and skills for professional development.

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

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

### **Curriculum Framework:**

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

The B.Ed.SpecialEducation(H.I.)curriculum shall comprise of six groups of courses as is being described below:

- |                |  |   |   |
|----------------|--|---|---|
| <b>Group A</b> | - Core Courses & Pedagogy Courses                          | : | <i>Courses in Group A shall provide a conceptual understanding of the concepts of education, teaching and learning and as also situate them in the broader perspective of society and development. They shall help in understanding the nature of the various disciplines and school subjects, setting achievable goals, developing competencies to envision and design learning situations for learners, and enter into the learners' mind to assess the learning.</i> |
| <b>Group B</b> | - Cross disability & inclusive education /Optional Courses | : | <i>Courses in Group B shall enable the prospective teachers become effective teachers to cater the needs of an inclusive school setting and develop their ability to understand as well as cater the need of various other kinds of disability needs. These courses shall also provide opportunities of skill development required for dealing with the chosen area of disability.</i>  |
| <b>Group C</b> | Disability Specialization courses                          | : | <i>Courses in Group C shall provide specialization about specific disability to the prospective teachers to be acquainted with some key issues in school education.</i>   |

**Group D** – Enhancing Professional Capacities : *The skill oriented courses under the Group D visualize a set of experiences that shall help the prospective teachers to develop an appropriate self-concept, enhance their self-esteem, and also to enhance their professional capacity.*

*Courses in Group E shall provide specialization about specific disability, cross disability and inclusive setting to the prospective teachers to be acquainted with some key issues in school education.*

**Group E** – Practical related to disability :

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

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

**SEMESTER –I**

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-A</b> Core courses	Human growth &Development	A1	4	100	50	30	70
	Contemporary India & education	A2	4	100	50	30	70
<b>Group-B</b> Cross Disability & inclusion	Introduction to sensory disability	B1	2	50	25	15	35
	Introduction to neuro developmental disabilities	B2	2	50	25	15	35
	Introduction to locomotor & Multiple Disabilities	B3	2	50	25	15	35
<b>Group -C</b> <i>Disability Specialization courses</i>	Assessment and identification of needs	HIC1	4	100	50	30	70
<b>Group -E</b> Practical related to disability	Practical :Cross disability and inclusion	E1	2	50	25	50	00
<b>TOTAL</b>			20	500	250	185	315

**SEMESTER –II**

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-A</b> Core courses & Pedagogy Courses	Learning ,teaching and assessment	A3	4	100	50	30	70
	Pedagogy of Teaching(any one) Science Social Science Mathematics	A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching(any one) Hindi English	A5 H A5 E	4	100	50	30	70
	<b>Group-B</b>	Inclusive education	B4	2	50	25	15

Cross Disability& inclusion							
<b>Group –C</b> Disability Specialization courses	Curriculum Designing, Adaptation and evaluation	HIC2	4	100	50	30	70
<b>Group-E</b> Practical related to disability	Practical :Disability Specialization	E2	2	50	25	50	00
	<b>TOTAL</b>		<b>20</b>	<b>500</b>	<b>250</b>	<b>185</b>	<b>315</b>

**SEMESTER –III**

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group –C</b> Disability Specialization courses	Education Intervention and Teaching strategies	HIC3	4	100	50	30	70
	Technology and disability	HIC4	4	100	50	30	70
	Psycho social and family issues	HIC5	2	50	25	15	35
<b>Group –D</b> Enhancing Professional Capacity	Reading and reflection on text (EPC)	D1	2	50	25	50	00
<b>Group-E</b> Practical related to disability	Practical :Disability Specialization	E3	4	100	50	100	00
<b>Group –F</b> Field engagement/ school attachment/ internship	Main disability special school (related to area C)	F1	4	100	50	100	00
	<b>TOTAL</b>		<b>20</b>	<b>500</b>	<b>250</b>	<b>325</b>	<b>175</b>

**SEMESTER –IV**

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-A</b> Core courses	Basic Research &Basic statistic	A6	2	50	25	15	35
<b>Group-B</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 Counseling (d)Braille and Assistive Devices	B5	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	B6	2	50	25	15	35
<b>Group –D</b> Enhancing Professional Capacity	Drama and Art in Education	D2	2	50	25	50	00
<b>Group-E</b> practical related to disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	00

<b>Group –F</b> Field engagement/ school attachment/ internship	Other Disability Special School	F2	4	100	50	100	00
	Inclusive School	F3	4	100	50	100	00
	<b>TOTAL</b>		<b>20</b>	<b>500</b>	<b>250</b>	<b>395</b>	<b>105</b>
	<b>TOTAL CREDITS</b>		<b>80</b>	<b>2000</b>	<b>1000</b>	<b>1090</b>	<b>910</b>

**Flexibility Elements in the curriculum:**

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

**Value Added Courses:**

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

**Weightage of Evaluation:**

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

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

**Internal Examination Scheme:**

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

**List of Teacher Educators (RCI Registered)**

<b>Sl. No.</b>	<b>Name of Teacher Educator</b>	<b>CRR No.</b>
1.	Mr. Krishna Kumar Pathak	A-25155
2.	Mrs. Meena Kumari	A-40274
3.	Mr. Shiv Kumar	A-19449

## **COURSE A1: HUMAN GROWTH & DEVELOPMENT**

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

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

- CO1-Explain the Approaches to Human Development.
- CO2-Explain the Early Year Development.
- CO3- Explain the Adolescence.
- CO4- Explain the Adulthood.
- CO5-Explain the Theoretical Approaches to Development.

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

- 1.1 Concept and definition of development,
- 1.2 Difference between growth and development.
- 1.3 Nature of development
- 1.4 Principles of development, Factors influencing development.
- 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 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 Early adulthood: Concept, characteristics & challenges
- 4.4 Middle adulthood: Concept, characteristics & challenges
- 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 (Bronfenbrenner)
- 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.
- Seminar on Human development
- Writing journal for reflection and case study

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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

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 OUTCOMES**

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

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

- CO1-Explain the Philosophical Foundation of Education
- CO2-Explain the Understand the concept of diversity
- CO3-Explain the Contemporary Issues and Concerns
- CO4-Explain the Issues and Trends in Education
- CO5-Explain the Education Commission and policy (School Education)

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### **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: objectives and Problems
- 3.3 Issues of Quality and Equity: Physical, economic, social and culture, particularly w.r.t. girl 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 the Context of Disadvantaged  
Special and Inclusive school  
Education status of various groups  
Conflict & social movement in India: Women, Dalit, Tribal & Disabled  
Human right, Minority right

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

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Aggrwal J.C.(1992) Development and Planning of Modern Education: New Delhi Vikas Publishing House PVT Ltd
- Anand S.P.(1993) The teacher & Education in Emerging Indian society, New Delhi: NCERT
- Bhat B.D. (1996) Educational Document in India, New Delhi: Arya Book Depot.
- Bhatia K & Bhatia B.(1997) The Philosophical & Sociological Foundation, New Delhi Doaba house
- Dubey, S.C.(2001) Indian Society, National book Trust: New Delhi
- Jagannath, M.(1993) Indian Education in the Emerging society, New Delhi Sterling Publishers Pvt Ltd

### **Essential Readings**

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

## **COURSE B1: INTRODUCTION TO SENSORY DISABILITIES**

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

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

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

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### **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 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 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-blindness: Definition, causes, classification, prevalence and characteristics.
- 3.4 Importance of Early Identification and Intervention.
- 3.5 Functional Assessment Procedures and Educational Implication.

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

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

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

### Suggested Reading/Learning Reference-

- 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 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%2Fdownload%2Ffile&ei=LkY6VdGLOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI\\_HgQqJKxWjs\\_A&sig2=LIBWuGnYE00LPtpK5FCHEg&bvm=bv.91427555,d.dGY](http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining- module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fdownload%2Ffile&ei=LkY6VdGLOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE00LPtpK5FCHEg&bvm=bv.91427555,d.dGY)
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.
- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and ChristoffelBlinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the Blind.

- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

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## **COURSE B2: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES**

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

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

- CO1-Explain the Learning Disability: Nature, Needs and Intervention.
- CO2-Explain the Intellectual Disability: Nature, Needs and Intervention.
- CO3-Explain the Autism Spectrum Disorder: Nature, Needs and Intervention.

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

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

### **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 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

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

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

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

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

The B.Ed. Spl. Edu. HI First Semester student will be able to-

- CO1-Explain the Cerebral Palsy (CP).
- CO2-Explain the Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy.
- CO3-Explain the Multiple Disabilities and Other Disability Conditions.

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#### **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 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 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 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

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

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

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

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

- CO1-Explain the Early Identification of Hearing Loss: Need and Strategies
- 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)
- 2.2 Assessment & methods of assessment: Subjective & Objective test
- 2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field & close field]; role of special educators in conditioning for pure tone audiometry
- 2.4 Audiogram: concept, interpretation and its implication in assessing the educational needs of children with different types and degrees of hearing loss
- 2.5 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 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 list and Teacher Made Tests
- 5.5 Challenges in assessment

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

- Compiling checklists (at least two) to identify hearing impairment in children
- Using the audiograms of children (at least two), identify the audiological needs of each
- Profiling the speech of children (at least two) by using a speech assessment kit
- Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
- Compile various tools used for educational assessment of children

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#### **Transaction and Evaluation**

Lecture cum Demonstration, Tutorials, Assignments, Tests

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

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersey
- Brigrance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing, Allyn and Bacon publication, Boston
- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching, Prentice hall publication, New Jersey
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed). New York: Appleton-Century-crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York

- Northern, J.L. Downs, M.P. (2002). *Hearing in Children*. 5th Edition. Philadelphia: Lippincott Williams and Wilkins
- Patel, R.N. (1985), *Educational Evaluation*, Himalaya publication, Bombay
- Quigley & Paul, (1984) *Language and deafness*, College – Hill Press Inc. California
- Rehabilitation Council of India (2007). *Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness*. New Delhi: Rehabilitation Council of India.
- UNICEF (2006), *new trends in development evaluation*. Retrieved from

**COURSE E1 :PRACTICAL - CROSS DISABILITY AND INCLUSION\***

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

**C01 Understand the broader concept of internship apart from the practice teaching and observation skill.**

**C02-Show competence in core teaching skills.**

**C03-Become a reflective teacher capable of self-regulating learning to teach.**

Sl. No	Tasks	Educational setting	Specific 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		
<b>Total</b>				<b>10</b>	<b>10</b>	

**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 be allocated).

**PAPER -A 3: LEARNING, TEACHING AND ASSESSMENT**

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

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

- CO1-Explain the Human Learning
- CO2-Explain the Learning Process
- CO3-Explain the Teaching learning Process, Motivation and Intelligence
- CO4-Explain the Overview of Assessment and school System
- CO5-Explain the Assessment: Strategies and Practices

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**UNIT 1: Human Learning**

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

**UNIT 2: Learning Process**

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

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

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

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

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

**UNIT 5: Assessment: Strategies and Practices**

- 5.1 Strategies : (Oral, written, portfolio, observation, project, presentation, group discussion, open book test) Meaning and procedure

5.2 Typology 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

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

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

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

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**Suggested Reading/Learning Reference-**

- 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 Children Agency. A psychomet approach ,Jain Book agency New Delhi
- Chauhan,S.S. (2013) Advanced Educational Psychology.Jain book agency New Delhi
- King- Sear, E.M.(1994) Curriculum Based Assessment in Special Education. Singular publishing group San Diego CA
- Panch , R.(2013) Educational psychology:teaching and learning perspective McGraw hill New Delhi
- WoolFolk,A. Mishra G. &jha A.K. (2012) Fundamental of Educational Psychology,11<sup>th</sup> EDN Pearson Publication New Delhi
- Singh ,A.K *SikshaManovigyaanMotilalbanarsidaspubl Varanasi*
- Geisinger,K>F. (2013) APA Handbook of testing and Assessment in Psychology.Available at APA USA
- Howell,K.W.&Nolet,V (2000)Curriculum–BsedEvaluation:Teaching and decision making Scarborough ,Ontario Canada Wadsworth
- McMillion J.H.(2001) Classroom Assessment Principles and Practice for Effective instruction Allyn and Bacon London And available text book

**PAPER A4S: PEDAGOGY OF TEACHING SCIENCE**

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

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

- CO1-Explain the Nature and Significance of Science.
- CO2-Explain the Planning for Instruction.
- CO3-Explain the Approaches and Methods of Teaching Sciences.
- CO4-Explain the Learning Resources for Teaching Science.
- CO5-Explain the Assessment and Evaluation for Science Learning.

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

- 1.1 Nature of Science
- 1.2 Correlation of Science with other subjects
- 1.3 Importance of Science in school curriculum
- 1.4 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 Lesson Planning: Meaning, Importance & Elements
- 2.4 Herbartian Approach of lesson planning
- 2.5 Unit Planning: Definition, Purpose & Elements

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

- 3.1 Meaning, importance of approaches and teaching methods
- 3.2 Learner centered & teacher centered teaching methods
- 3.3 Lecture method, demonstration method and problem solving method, project method
- 3.4 Constructivist approach: comparison of traditional pedagogy & constructivist approach,  
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: 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
- 5.4 Achievement Test: Definition, Aims and steps of construction
- 5.5 Diagnostic Test: Definition, characteristics and importance

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### Practical/Field Engagement /Project work

#### Any one of the following

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

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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
- 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,21<sup>st</sup>-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.
- 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



**PAPER: A4 SS: PEDAGOGY OF TEACHING SOCIAL SCIENCE**

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

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

- CO1-Explain the concept, nature and scope of social science.
  - CO2-Explain the Curriculum and Instructional Planning.
  - CO3-Explain the Approaches to Teaching of Social Science
  - CO4-Explain the Evaluation of learning in Social science
  - CO5-Explain the Social Science Teacher as a Reflective Practitioner
- 

**UNIT 1: Nature of Social Science**

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

**UNIT 2: Curriculum and Instructional Planning**

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

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

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

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

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

**UNIT 5: Social Science Teacher as a Reflective Practitioner**

- 5.1 Being a reflective practitioner- use of Action Research
- 5.2 Developing an Action Research Plan for solving a problem in Teaching – learning of Social

Science

5.3 Case Study – Need and Importance for a School Teacher

5.4 Objective and limitation of case study

5.5 Evaluation work- achievement of student in social studies.

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**Transaction**

The student–teacher should be encouraged to read chapters and articles. There may be quizzes,

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

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**Course work/Practical/Field Engagement**

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

**Suggested Reading/Learning Reference-**

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Aggrwal, J.C.(2008) Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd
- Batra, P.(2010) Social science Learning In Schools Perspective and Challenges, Sage Publication Pvt Ltd: 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) Samajik Shikshan , Arya Book Depot, New Delhi
- Aggrwal, J. C.(2008). Teaching of Social Studies: A practical Approach (4th Ed). UP: Vikas Publishing House pvt ltd .
- 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.

**PAPER: A4M: PEDAGOGY OF TEACHING MATHEMATICS**

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

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

- CO1-Explain the Nature and Significance of Mathematics.
- CO2-Explain the Instructional Planning in Mathematics.
- CO3-Explain the Approaches and Methods of Teaching Mathematics.
- CO4-Explain the Teaching–Learning Resources in Mathematics.
- CO5-Explain the Assessment and Evaluation for Mathematics Learning.

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

- 1.1 Meaning, nature of Mathematics
- 1.2 Characteristics of Mathematics
- 1.3 Importance of Mathematics in school curriculum
- 1.4 Correlation of Mathematics with other subjects
- 1.5 Contribution of Mathematicians: Ramanujam, Aryabhata, Bhaskaracharya, Euclid and Pythagoras.

**UNIT 2: Instructional Planning in Mathematics**

- 2.1 Aims and objectives of teaching Mathematics in secondary schools.
- 2.2 Bloom's Taxonomy of Educational Objectives 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 3: Approaches and Methods of Teaching Mathematics**

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

**UNIT 4: Teaching–Learning Resources in Mathematics**

- 4.1 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
- 4.5 Application of different forms of ICT in Mathematics teaching: Audio aids, Visual aids and Audio-visual aids

**UNIT 5: Assessment and Evaluation for Mathematics 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
- 5.4 Achievement Test: Definition, Aims and steps of construction
- 5.5 Diagnostic Test: Definition, characteristics and importance.

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### Practical/Field Engagement/Project Work

#### (Any one of the Following)

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

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Transactions

Lecture cum demonstration, workshop and Seminars

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

**COURSE: A 5H:हिन्दी शिक्षण**

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

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

- CO1-गद्यका स्वरूप एवं विशेषताओं का वर्णन करेंगे
- CO2-गद्यकी पाठयोजना निर्माणकरेंगे
- CO3-पद्य का स्वरूप विश्लेषण करेंगे
- CO4-पद्य की पाठयोजना निर्माण कर करेंगे
- CO5-हिन्दी भाषा में व्याकरण का स्वरूपका विश्लेषण करेंगे
- CO6-व्याकरण शिक्षण के उद्देश्य, महत्व एवं विधियाँ की रचना करेंगे
- CO7-मॉडल ऑफ टीचिंग का हिन्दी शिक्षण प्रयोग करेंगे
- CO8-हिन्दी भाषा शिक्षण में सूचना संचार तकनीक का प्रयोग करने में
- CO9-भाषाई कौशल और उनका महत्व का वर्णन करेंगे

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

- भाषा का प्रत्यय और उपयोगिता, बोली और मानक भाषा का प्रत्यय ।
- भाषा का कार्य एवं एक उपकरण के रूप में इसका उपयोग तथा भाषा अध्यापन के सिद्धांत ।
- मूल –भूत भाषा कौशलों – श्रवण,वाचन, पठन,और लेखन का परिचय(भूमिका एवं विधियाँ) ।
- हिन्दी साहित्य का सामान्य परिचय ,हिन्दी गद्य एवं पद्य साहित्य की विधाओ का सामान्य परिचय ।
- हिंदी साहित्य के इतिहास के विभाजन के आधार पर प्रमुख 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 प्रक्रिया, पाठ योजना- परिभाषा,तत्व एवं उपागम और पाठ योजना के चरण और उनका क्रियान्वयन ।
- भाषा शिक्षण में वर्ण/ शब्द व्यवस्था स्वर, व्यंजन,अक्षर, वर्तनी, लिंग, वचन,वाक्य के अंग ,वाक्य के भेद, कारक चिन्ह का अध्ययन ।
- हिन्दी शिक्षण के ज्ञानात्मक ,बोधात्मक ,कौशलात्मक और भावनात्मक उद्देश्यों का निर्धारण
- विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन ।

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

- माध्यमिक कक्षाओं में 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 विधिओं का मूल्यांकन

- भाषा शिक्षण की प्रमुख विधियों के नाम एवं प्रदाता के नाम ।

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

- शिक्षण उपकरणोंका संप्रत्यय ,उद्देश्य 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 में भाषा प्रयोगशाला की संरचना, कार्य विधि और इसका मूल्यांकन ।

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

- भाषा में मूल्यांकन की संकल्पना ,उद्देश्य और महत्व एवं प्रकार , और सतत एवं व्यापक मूल्यांकन।
- श्रुतलेख,सुलेख,अनुलेख,प्रतिलेख,कक्षागत पाठ्य सहगामी गतिविधियों : -गीत ,अभिनय, संवाद क्रियाकलाप,नेतृत्व के गुण और पोर्टफोलियो बनाना
- 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 विशेषताएँ ।

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#### 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
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- हिन्दी शिक्षण रमन बिहारी लाल ,रस्तोगी प्रकाशन ,मेरठ 2002
- हिन्दी शिक्षण ,सावित्री सिंह इंटरनेशनल प्रकाशन हाउस मेरठ 2004

**PAPER A5E: PEDAGOGY OF TEACHING ENGLISH**

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

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

- C01-Explain theNature of English Language & Literature.
- C02-Explain theInstructional Planning.
- C03-Explain theApproaches and Method of Teaching English.
- C04-Explain theInstructional Materials and Evaluation
- C05-Explain theEvaluation.

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**UNIT 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 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 3: Approaches and Method of Teaching English**

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

**UNIT 4: Instructional Materials and Evaluation**

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

**UNIT 5: Evaluation**

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

**Transaction:**

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

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**Course Work/Practical/Field Engagement**

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

**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
- Agnihotri,R.K.&Khanna,A.L.(ed.)(1996).English Grammar in Context, Ratnasagar,Delhi
- Bhatia,K.K.&Kaur,N.(2011).Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers
- Bindra,R.(2005). Teaching of English. Jammu: RadhaKrishnaAnand and co.
- Brumfit,C.J.& Johnson(Ed.)(1979).The Communicative Approach To Language Teaching, Oxford University Press, Oxford
- Bryne,D.(1988) Teaching Writing Skills, Longman, England
- Krashen,D(1992) Principles and Practice in Second Language Acquisition, Pergamum press Oxford.
- Krishna Swamy(2003)Teaching English: Approaches, methods and Techniques ,Macmillan Publication, New Delhi
- Sachdeva,M.S.(2007) Teaching of English. Patiala: Twenty First Century Publications.
- SahuB.K(2004)Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik,M.& Gosh R.N.(2005)Techniques of teaching English, Neel Kamal Publications, Hyderabad.
- Sharma,P.(2011) Teaching of English:Skill and Method Delhi:Shipra Publication



**COURSE B4: INCLUSIVE EDUCATION**

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

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

- CO1-Explain the Introduction to Inclusive Education.
- CO2-Explain the Policies & Frameworks Facilitating Inclusive Education.
- CO3-Explain the Inclusive Academic Instructions & Supports for Inclusive Education.

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**UNIT 1: Introduction to Inclusive Education**

- 1.1 Inclusive Education: Meaning, Definitions, Need & Importance.
- 1.2 Changing Practices in Education of student with special needs: Segregation, Integration & Inclusion.
- 1.3 Benefits of Inclusive education 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 2: Policies & Frameworks Facilitating Inclusive Education**

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), Jomtien World Declaration for Education for All (1990), and Beijing Declaration (2000).
- 2.2 UNCRPD (2006) and Rights of Persons with Disabilities (RPWD 2016).
- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 Programmes and Schemes: IEDC, 1974, SSA, 2000, RMSA, 2009, IEDSS, 2009.
- 2.5 Rights of children to Free and Compulsory Education Act (RTE Act, 2009).

**UNIT 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 Strategies.
- 3.3 Stakeholders of Inclusive Education & Their Responsibilities.
- 3.4 Family Support & Involvement for Inclusion.
- 3.5 Community Involvement for Inclusion.

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

- I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
- II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
- III. Design a Poster on Inclusive Education
- IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

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

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

## **COURSE HI C2: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

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

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

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

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

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

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

- 2.1 Literacy Skills: meaning, scope, reading meaning and Pre-requisites of reading
- 2.2. types of reading a) purpose base b) style of reading
- 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 (copying, 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
- 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

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

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

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### **MODE OF TRANSACTION & EVALUATION**

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

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

- 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 special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs,2003
- Joyce, S. Choate et al: Assessing and programming basic curriculum skills,1987
- Margo, A. Mastropieri& Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- McIntyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and bacon, 1989.

**COURSE E2:PRACTICAL- DISABILITY SPECIALISATION\***

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

**C01 Understand the broader concept of internship apart from the practice teaching and practical activities.(other disability specialization)**

**C02-Show competence in core teaching skills.**

**C03-Become a reflective teacher capable of self-regulating learning to teach.**

SL. No.	Task for the student-teacher	Disability focus	Education setting	Hrs (60)	Description
1	Classroom Observation	Other than major Disability	Special School	20	Observation of all subjects at different level, Minimum 20 school period
2	a. Micro Teaching & Simulated Teaching	General	Institute	20	10 Lesson
3	b. Micro Teaching & Simulated Teaching	Major Disability	Institute	20	10 Lesson

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

### **COURSE HI C3: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES**

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

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

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

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

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

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Aggarwal, J.C. (2010).Principles, Methods and Techniques of Teaching .Amazon
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- Nerbonne, M. A. &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Owens, R.E. (2012). Language development: An introduction (8th ed.) Boston: Pearson
- Paul, Peter V. Whitelaw, Gail M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.
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- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)* Spring field, IL: Charles C. Thomas.
- Paul, P.V. Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.
- Rossetti, L. M., &Kile, J. E. (1997). Early intervention for special populations of infants and toddlers. San Diego: Singular Publishing Group, Inc.
- Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to elderly (3rd edn). Englewood Cliffs, NJ: Prentice-Hall. Yarrow, L.J. Rubenstein , J.L. Pedersen, F.A. (1975). Infant and Environment: Early Cognitive and Motivational Development. New York: John Wiley and Sons.
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#### **COURSE HI C 4: TECHNOLOGY AND DISABILITY**

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

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

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

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

- 1.1 Listening devices: Types (Individual & Group), Block diagram of Hearing aids, 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 system
- 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)
- 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, Search engines, Online learning material,
- 3.3 Training of ISL
- 3.4 Sign to text and Text to sign technology

### 3.5 Language apps

#### **Unit 4: Technology Facilitating Education**

4.1 Technology and its impact on education

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 Mobilization 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 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

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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
- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014).Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Bess, F.H., &Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams

- Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
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- Kumar, K. L. (2009). *Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers*. Amazon Pub.
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- Maltby, M.T. (1994). *Principles of Hearing Aid Audiology*. London: Whurr Publishers.
- Mathew, S.M. (2012). *Technology for persons with hearing impairment. Status of Disability in India-2012*. New Delhi: RCI
- Moores, Donald, F (1997). *Educating the deaf*, Houghton Nifflin Compan
- Rapp, W.H. (YNK). *Universal design for learning in action*. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), *The joy of learning signs*, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). *Psychological, Social and Educational Dimensions of Deafness*. Boston: Allyn and Bacon
- Stewart, D.A. & Kluwin, T.N. (2001). *Teaching Deaf & Hard of Hearing Students : Content, Strategies & Curriculum*. London : Allyn & Bacon
- Taylor, Brian M., H. Gustav (2011). *Fitting and Dispensing Hearing Aids*. San Diego: Plural Publishing.
- Tweedie, J. (1987). *Children's Hearing Problems, Their Significance, Detection and Management*. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. San Diego: Plural Publishing.
- Dillon, Harvey (2001). *Hearing aids*. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). *Hearing Aid Dispensing Training Manual*. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hal

**COURSE HI C5: PSYCHO SOCIAL AND FAMILY ISSUES**

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

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

- CO1-Explain the Overview of Psycho-social Aspects and Disability.
- 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**

- 2.1 Family: 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

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**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 and

submit with brief reflections.

- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

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

#### **Suggested 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
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**COURSE D1: READING AND REFLECTION ON TEXT**

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

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

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

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

1.1 Role of Literacy in Education, Career and Social Life

1.2 Basic Braille Literacy

1.3 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

1.4 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

1.5 Basic Understanding of Reading Comprehension of Children with Disabilities

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

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

2.2 Types of reading a) purpose base b) style of reading c) level of assessment bases

2.3 Approaches and Strategies to develop reading skills and independent reading.

2.4 Models of reading skills (top- down, bottom- up, interactive)

2.5 Challenges and Remedial strategies

**UNIT 3: Practicing Independent Writing**

3.1 Writing meaning, Pre-requisites of writing.

3.2 Assessment of written language at different levels

3.3 Types of writing (copying, guided writing, independent writing)

3.4 Steps and Strategies in Developing Writing

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

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### MODE OF TRANSACTION

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

#### Suggested Reading/Learning Reference-

- 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.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
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- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House: New Delhi.
- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd ) Merrill: New Jersey
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- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly*. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment*. *High Beam*
- May, F. B. (1998). *Reading as communication*. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Pathak, K. K. (2015) *Inclusive language and Communication*. S. R. Publication, New Delhi



**COURSE E 3:PRACTICAL DISABILITY SPECIALISATION#**

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

**CO1-participate in the various types of activities in internship as a member of the school**

**CO2-critically analyses the concept of internship apart from the practice teaching**

**CO3-critically analyses the concept of internship apart from the IEP**

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

- 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.
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**COURSE F 1:MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C)#**

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

**CO1-Participate in the various types of activities in internship as a member of the school**

**CO2-Exhibit various skills in teaching , evaluation ,remedying administrative activities conducting curricular activities ,studying students and solving their problem.(disability specialization area)**

**Co3- Practice various formats to be used in the teacher training programme.**

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

Sl. No	Tasks	Educational settings	Specific activities	Hrs	Marks	submission
1	Aural intervention	Institute / Clinic	PTA, Studying 5 Audiograms and noting the diagnosis & recommendations  - Use Aided Audiogram for (2 children each)	10	10	
2	Speech intervention	Institute / Clinic	* administration speech assessment (screening) – 2  - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	10	10	
3	Assessment of language	Institute / Clinic	*Studying & describing language tests – 1  *Observations of any one test administration – 2 child	10	10	

4	Learning and practicing ISL	Institute / Clinic/ ISL center	To learn and practice Basic school / vocabulary, Common, phrases, Conversations, Sample subject Texts, Stories in signs.	30	20
5	Teacher assistant	Special school for children 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
6	Practicing functioning as a teacher**		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	10
7	Understanding school examination* *		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents.	12	10
8	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	10
9	document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions.	12	10
				<b>150</b>	<b>100</b>

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

**COURSE A6: BASIC RESEARCH AND BASIC STATISTICS**

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

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

- CO1-Explain the Introduction to Research.
- CO2-Explain the Types and Process of Research .
- CO3-Explain the Measurement and Analysis of Data.

### **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 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 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

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### **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

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### **MODE OF TRANSACTION:**

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

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### **Practicum/ Field Engagement**

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

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

- 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.
- Gupta, S. (2003). *Research Methodology and Statistical Techniques* Deep& Deep

Publishing, New Delhi.

- Koul, L. (1996). *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.

#### **COURSE B5 (A): COMMUNITY BASED REHABILITATION**

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

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

- CO1-Explain the Introduction to Community Based Rehabilitation (CBR).
- CO2-Explain the Preparing Community for CBR
- CO3-Explain the Preparing Persons with Disability for CBR.

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

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

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### **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

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### **MODE OF TRANSACTION:**

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

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

- 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 All" in World Health Magazine, WHO, Geneva

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

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

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

- CO1-Explain theInformation Communication Technology (ICT) and Special Education .
- CO2-Explain theUsing Media and Computers
- CO3-Explain theVisualizing Technology-Supported Learning Situations

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

- 1.1 Concept, Meaning and Scope of ICT.
- 1.2 Role in ICT for 'Construction of Knowledge'
- 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD
- 1.4 Goal 3 of Incheon Strategy
- 1.5 Three 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)
- 2.3 Importance of Newspaper in Education
- 2.4 Computer as a Learning Tool: Effective Browsing of the Internet for Survey of Educational Sites and Downloading Relevant Material.
- 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 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'

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

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

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

### **Suggested 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.

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**COURSE B5(C): GUIDANCE & COUNSELLING**

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

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

- CO1-Explain theIntroduction to Guidance and Counselling.
- CO2-Explain theEnhancing Self Image and Self Esteem.
- CO3-Explain theGuidance and Counselling in Inclusive Education.

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

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### **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

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

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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.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling.SoujanyaBooks, New Delhi.

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

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

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

- CO1-Explain the Braille.
- CO2-Explain the Braille Devices-- Types, Description and Relevance.
- CO3-Explain the Other Devices – Types, Description and Relevance.

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**UNIT 1: Braille**

1.1 Louis Braille and the Evolution of Braille

1.2 Continuing Relevance of Braille vis-a-vis Audio Material

1.3 Braille Signs, Contractions and Abbreviations--English Braille

1.4 Braille Signs and Symbols—Hindi/Regional Language

1.5 Braille Reading and Writing Processes

## **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 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

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

Each Student-Teacher will

- a. Observe at least five devices in use in at least five school periods.
- b. 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.
- 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.

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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
- 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.

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

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

- C01-Explain the Understanding Hearing Loss in Real Life Context.
  - C02-Explain the Advance Understanding of Oral Options.
  - C03-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 2: Advance Understanding of Oral Options**

- 2.1 Speech Reading: Need, Role and Strategies
- 2.2 Training and Guidance on Aural Oral Practices for Families
- 2.3 Strengths & challenges of Oralism
- 2.4 Practicing Skills in Story Telling/ direct activity / visit/ Poems
- 2.5 How to make schools more conducive for oralism?

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

- 3.1 Pure tone Audiometer –its parts and uses.
  - 3.2 Practicing Interpreting Audiograms of children with hearing impairment
  - 3.3 Block diagram of Hearing Aid, concept and its part.
  - 3.4 hearing Aid -its types & care and maintenance
  - 3.5 AV Therapy: concepts, philosophy and principles
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### **MODE OF TRANSACTION:**

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

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

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams & Wilkins: Philadelphia.
- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice*, Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition And Speech Reception. (Cd)* Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness* . (2010).
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K – 8*. Allyn & Bacon. Boston
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.)*. Plural Publishing Inc, San Diego, CA.
- *Dhvani* (Marathi). Balvidyalaya – Cym Publication
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000)*. AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). *The Baby is Listening*, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). *50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy*. Learning to Listen Foundation.

- Heller, R. (1999). *Effective Leadership*. Dk Publishing: New York.
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1989). *Foundations of Spoken Language for Hearing Impaired Children*. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). *Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children*. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). *Play it by ear! : auditory training games*, John Tracy Clinic Publication, Los Angeles.
- *Resource Book on Hearing Impairment*. AYJNIHH Publication.
- *Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India*.

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**COURSE B6 (B): MANAGEMENT OF LEARNING DISABILITY**

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

**The B.Ed. Spl. Edu. HI Fourth Semester student will be able to-**

- **CO1-Explain the Learning Disabilities: Types**
- **CO2-Explain the Assessment of Basic Curricular Skills**
- **CO3-Explain the Intervention Strategies in Basic Skills of Learning.**

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**UNIT 1: Learning Disabilities: Types**

- 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 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 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

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

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

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### **MODE OF TRANSACTION:**

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

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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
  - Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey
  - Myklebust, H.( 1983). Progress in Learning Disabilities, Guene and Stratton – New York.
  - Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston.
  - 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.
- Shula, C. (2000). Understanding children with language problems. Cambridge,New York.
- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. . Kanishka publishers, New Delhi.
- Reddy, G.L., &Ramar, R.( 2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- 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): ORIENTATION AND MOBILITY**

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

**The B.Ed. Spl. Edu. HI Fourth Semester student will be able to-**

- **CO1-Explain the Introduction to Orientation and Mobility.**
- **CO2-Explain the Human/ Sighted Guide Technique .**
- **CO3-Explain the Cane Travel Techniques and Devices & Training in Independent Living Skills.**

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

- 1.1 Orientation and Mobility -- Definition, Importance and Scope
- 1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow

- 1.3 Roles of Other Senses in O&M Training
- 1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training
- 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 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

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

Undertake any two of the following

- a. Act as a sighted guide in different situations/settings.
- b. 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).
- 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.

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

- Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments.AFB Press, New York.
- Singh, J.P. (2003). Technology for the Blind.Kanishka Publication. New Delhi

## **COURSE B6(D) : VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT**

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

The B.Ed. Spl. Edu. HI Fourth Semester student will be able to-

- **CO1-Explain the Fundamentals & Assessment of Vocational Rehabilitation.**
  - **CO2-Explain the Vocational Transition & Curriculum Planning.**
  - **CO3-Explain the Process of Vocational Rehabilitation & Placement.**
- 

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

- 1.1. Definition, meaning and scope of Vocational Education
- 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment

- 1.3. Approaches and models of Vocational training
- 1.4. Assessment, Evaluation of Generic skills & Specific job skills using various 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

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### **Hands on Experience**

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

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### **Suggested Readings**

- WWW- As per required websites for concern topic.
- 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.

**COURSE D2: DRAMA AND ART IN EDUCATION**

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

The B.Ed. Spl. Edu. HI Fourth Semester student will be able to-

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

**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.

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

- Engagement in and designing of and explaining evaluation schemes for any two of the following activities 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.
- 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.

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

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

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**Suggested Readings**

- 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**

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**CO1- Participate in the various types of activities in internship as a member of the school**

**CO2-Exhibit various skills in teaching , evaluation ,remedying administrative activities conducting curricular activities ,studying students and solving their problem.(cross disability specialization area)**

**Co3- Practice various formats to be used in the teacher training programme.**

<b>Sl. No.</b>	<b>Tasks</b>	<b>Educational setting</b>	<b>Specific activities</b>	<b>Hrs</b>	<b>Submission</b>
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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

### **COURSE F2: OTHER DISABILITY SPECIAL SCHOOL\***

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

**C01-Participate in the various types of activities in internship as a member of the school**



**C02-Exhibit various skills in teaching , evaluation ,remedying administrative activities conducting curricular activities ,studying students and solving their problem.(other disability specialization area)**

**C03- Practice various formats to be used in the teacher training programme.**

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	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
<b>Total</b>				<b>30</b>	

**COURSE (F2): OTHER DISABILITY SPECIAL SCHOOL\***

**C01 Understand the broader concept of internship apart from the practice teaching and observation skill.( other disability specialization area)**

**C02-Show competence in core teaching skills.**

**C03-Become a reflective teacher capable of self-regulating learning to teach.**

Sl. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Other than major	Special schools for other disabilities	Minimum 20 school periods

disability

**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

### **COURSE (F3): INCLUSIVE SCHOOL\***

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

**CO1** Understand the broader concept of internship apart from the practice teaching and observation skill.( Inclusive School)

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

**CO2**-Show competence in core teaching skills.

**CO3**-Become a reflective teacher capable of self-regulating learning to teach.

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\*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.

## **B.Ed. Special Education (Hearing Impairment) Programme**

### **PROGRAMME OUTCOMES:**

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

PO 1. Function as globally and professionally competent teachers

PO 2. Engage themselves in the noble profession as Humane teachers laden with traditional and constitutional values

PO 3. Contribute towards sustainable development for futuristic society

PO 4. Function as sensitive and responsive teachers with multidisciplinary and multicultural perspectives

PO 5. Develop themselves holistically through lifelong learning for professional excellence

### **PROGRAMME SPECIFIC OUTCOMES:**

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

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

**PSO 2. Skills:**The Prospective School Teachers /Special Educators will demonstrate (i) Pedagogical and technological skills in one's specialization area and an ability to use established and recent methods, techniques and strategies of teaching, analysis of content and learning conditions, enquiry into the learners' mind and creation of learning situations and materials to

design effective teaching-learning environment for Special school disable children within the subject area of specialization. (ii) skills to design equitable and inclusive strategies of evaluation for learning, of learning and as learning (iii) skills for mentoring and counseling the stakeholders

**PSO 3. Ethics and Inclusiveness:** The Prospective School Teachers/Special Educators will demonstrate (i) ability to Plan and adapt educational activities & manage resources in a culturally, socially, constitutionally and psychologically conscious and responsive way, (ii) empathy and respect for people of diverse abilities, opinions, faiths, cultural background and an attitude to treat them in fair and just way in the educational context, and (iii) a reasonable degree of professional ethics

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

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

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

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

**PSO 8. Management and Leadership:** The Prospective School Teachers/Special Educators will demonstrate capacity of identifying or mobilizing appropriate physical or human resources required for

organizing fruitful learning activities within and outside the classroom, as well as that of developing a sustainable and self-reliant school eco-system.

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

**PSO10.Rehabilitation:**Develop knowledge& skills about nature and educational needs for children with disabilities.

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

Develop knowledge and skills for professional development.

Explain the needs and techniques for early identification of hearing loss in children.

Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairments.

COURSE_CODE	COURSE_NAME	CO	PS O. 1	PS O. 2	PS O. 3	PS O. 4	PS O. 5	PS O. 6	PS O. 7	PS O. 8	PS O. 9	PS O. 10	P O. 1	P O. 2	P O. 3	P O. 4	P O. 5
EHBATT1	Human growth & development	CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3

		CO.2	2	3	2	3	3	3	2	3	3		3	3	3	3	3
		CO.3	2	3	2	3	3	3	3	3	3		3	3	3	3	2
		CO.4	3	2	3	3	2	2	3	3	3		3	2	2	3	3
			2.5	3	2.5	3	2.8	2.8	2.8	3	3		3	2.8	3	3	2.75
EHBATT 2	Contemporary India & education																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	3	3	3	3	2	2	3		3	2	3	2	3
			3	3	2.5	2.5	2.8	2.8	2	2.8	2.75		3	2.5	3	2.75	2.75
EHBTT3	Introduction to sensory disabilities																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			3	3	2.3	2.3	2.7	2.7	2	3	2.67		3	2.7	3	3	2.67
EHBTT4	Introduction to Neuro developmental disabilities																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			3.0	2.7	2.3	2.3	2.7	2.7	2.0	3.0	2.7		3.0	2.7	2.7	3.0	2.7
EHBTT5	Introduction to locomotor& multiple disabilities																
		CO.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			3.0	2.7	2.3	2.3	2.7	2.7	2.0	3.0	2.7	3.0	3.0	2.7	2.7	3.0	2.7
EHBTT6	Assessment and Identification of needs																
		CO.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.5	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			3	3	2.2	2.2	2.6	2.6	1.8	3	2.6	3	3	2.6	3	3	2.6

EHBALF 1	Practical-disability specialization and inclusive school																
		CO.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			3.0	2.7	2.3	2.3	2.7	2.7	2.0	3.0	2.7	3.0	3.0	2.7	2.7	3.0	2.7
EHBTT 1	Learning, teaching and Assessment																
		CO.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			3	3	2.3	2.25	2.8	2.8	2	3	2.75	3	3	2.5	3	3	2.5
EHBTT 1	Pedagogy of teaching (any one) Science																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			3	3	2.3	2.25	2.8	2.8	2	3	2.75	3	3	2.5	3	3	2.5
EHBTT 2	Pedagogy of teaching (any one) Social Science																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
		CO.4	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			3	3	2.3	2.25	2.8	2.8	2	3	2.75	3	3	2.5	3	3	2.5
EHBTT 3	Pedagogy of teaching (any one) Mathematics																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	3	3	3	2	3	2	3			3	3	2	3	
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3	
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.5	2	3	3	2	3	2	3	3			3	2	3	3	
			2.6	3	2.8	2.6	2.8	2.6	2.6	2.8			3	2.4	3	3	

EHBTTY 4	Pedagogy of teaching (any one) Hindi															
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3
		CO.2	2	3	3	3	2	3	2	3			3	3	2	3
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3
		CO.5	2	3	3	2	3	2	3	3			3	2	3	3
		CO.6	3	2	2	3	3	3	2	3			3	2	3	3
		CO.7	3	3	3	2	3	2	3	2			3	2	3	3
		CO.8	2	3	3	2	3	2	3	3			3	2	3	3
			2.6	3	2.8	2.5	2.9	2.5	2.6	2.8			3	2.3	3	3
EHBTTY 5	Pedagogy of teaching (any one) English															
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3
		CO.2	2	3	3	3	2	3	2	3			3	3	2	3
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3
			2.8	3	2.8	2.75	2.8	2.8	2.5	2.8			3	2.5	3	3
EHBTTT 2	Inclusive Education															
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3
		CO.2	3	2	2	3	3	3	2	3			3	2	3	3
		CO.3	3	3	3	2	3	2	3	2			3	2	3	3
			3.0	2.7	2.7	2.7	3.0	2.7	2.7	2.7			3.0	2.3	3.0	3.0
EHBTTT 3	Curriculum designing ,adaptation and evaluation															
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3
		CO.2	2	3	3	3	2	3	2	3			3	3	2	3
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3
		CO.5	2	3	3	2	3	2	3	3			3	2	3	3
			2.6	3	2.8	2.6	2.8	2.6	2.6	2.8			3	2.4	3	3
EHBBLF 1	Practical-Cross disability and inclusion															
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3
		CO.2	3	3	3	2	3	2	3	2			3	2	3	3
		CO.3	2	3	3	2	3	2	3	3			3	2	3	3
			2.7	3	3	2.33	3	2.33	3	2.7			3	2.3	3	3



EHBCTT 1	Educational Intervention and teaching strategies															
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3
		CO.2	3	3	3	2	3	2	3	2			3	2	3	3
		CO.3	2	3	3	2	3	2	3	3			3	2	3	3
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3
		CO.5	2	2	2	2	3	2	3	3			3	2	3	3
			2.4	3	2.6	2.2	3	2.2	3	2.8			3	2.2	3	3
EHBCTT 2	Technology and disability															
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3
		CO.2	3	3	3	2	3	2	3	2			3	2	3	3
		CO.3	2	3	3	2	3	2	3	3			3	2	3	3
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3
		CO.5	2	2	2	2	3	2	3	3			3	2	3	3
			2.4	3	2.6	2.2	3	2.2	3	2.8			3	2.2	3	3
EHBCTT 3	Psycho Social and Family issue															
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0
EHBCEG 1	Reading & reflecting on text															
		CO.1	2	3	3	2	3	2	3	3			3	2	3	3
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3
			2	2	2.3	2	3	2	3	3			3	2	3	3
EHBCLF 1	Practical: disability specialization															
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3
			2.3	2	2.3	2.3	3	2.3	3	3			3	2.3	3	3
EHBCEF 1	Main disability special school (related to area C)															
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3

			2.3	2	2.3	2.3	3	2.3	3	3			3	2.3	3	3	
EHBDDT 1	Basic Research & Basic statistics																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.3	2	3	3	2	3	2	3	3			3	2	3	3	
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3	
			2.5	3	2.8	2.2	3	2.3	3	2.8			3	2.3	3	3	
	Skill based optional course (any one of cross disability and inclusion)																
EHBDDT 1	Community based Rehabilitation																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDDT 2	Application of ICT in Classroom																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDDT 3	Guidance and counseling																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDDT 4	Braille and Assistive devices																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
	Skill based optional course (any one of cross disability and inclusion)																
EHBDDT 5	Communication Option:Oralism	CO.1	3	3	3	3	3	3	3	3			3	3	3	3	

		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDDT 6	Management of learning disability																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDDT 7	Orientation & mobility																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDDT 8	Vocational Training transition & job placement																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDDGA 1	Drama and Art Education																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDFL 1	Practical Cross disability and Inclusion																
		CO.1	3	3	3	3	3	2	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
EHBDEF 1	Other disability special school																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	

EHBDEF 2	Inclusive School																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2. 3	2. 3	2. 3	2.3	3. 0	2. 3	3. 0	3.0			3. 0	2.3	3. 0	3. 0	