



CURRICULUM
FOR
Two-Year
B.Ed. Special Education Programme
(Learning Disability)
Academic Session: 2021-2023

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

Objectives of B.Ed. Special Education (L.D.) Programme:

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

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

Curriculum Framework:

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

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

- | | | | |
|----------------|--|---|---|
| Group A | – Core Courses & Pedagogy Courses | : | <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> |
| Group 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> |
| Group C | – 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 | : | <i>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.</i> |

- Group E** - Practical Related to Disability : Courses in Group E shall provide specialization about specific disability, cross disability and inclusive setting to the prospective teachers to be acquainted with some key issues in school education.
- Group F** - Field Engagement /School Internship : The Group F provides the prospective teachers a context of hands on experience to practice their professional skills in the specific disability, cross disability and inclusive setting and to get a holistic understanding of various complexities in the process of school education.

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER -I							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability & Inclusion	Introduction to Sensory Disabilities	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
Group -C Disability Specialization Courses	Assessment and Identification of Needs	LDC1	4	100	50	30	70
Group -E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
TOTAL			20	500	250	185	315
SEMESTER -II							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	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
Group-B Cross Disability & Inclusion	Inclusive Education	B4	2	50	25	15	35
Group -C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	LDC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
TOTAL			20	500	250	185	315

SEMESTER –III							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	LDC3	4	100	50	30	70
	Technology and Disability	LDC4	4	100	50	30	70
	Psycho Social and Family Issues	LDC5	2	50	25	15	35
Group –D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175
SEMESTER –IV							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Basic Research & Basic Statistic	A6	2	50	25	15	35
Group-B Cross Disability & Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a) Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and Counselling (d) Braille and Assistive Devices	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
Group –D EPC	Drama and Art in Education	D2	2	50	25	50	00
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	00
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	00
	Inclusive School	F3	4	100	50	100	00
TOTAL			20	500	250	395	105
TOTAL CREDITS			80	2000	1000	1090	910

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:

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

Internal Examination Scheme:

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

List of Teacher Educators (RCI Registered)

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

COURSE A1: HUMAN GROWTH & DEVELOPMENT

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

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

- CO1 - Explain the 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.

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 (Bronfrenbrenner)
- 5.5 Skinner's theory

Engagement with the field as part of course as indicated below:
Hand on Experience

- Observe Children in Various setting and identify milestone achieved.
 - 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. LD First Semester student will be able to–

- CO1 -Explain thePhilosophical Foundation of Education
- CO2 -Explain theUnderstand the concept of diversity
- CO3 -Explain theContemporary Issues and Concerns
- CO4 -Explain theIssues and Trends in Education
- CO5 -Explain theEducation Commission and policy (School Education)

UNIT 1: Philosophical Foundation of Education

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

UNIT 2: Understanding Diversity

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

UNIT 3: Contemporary Issues and Concerns

- 3.1 Universalization of Elementary Education: objective, importance
- 3.2 Universalization of Secondary Education: 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

Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathshala- 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. LD First Semester student will be able to–

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

UNIT 1: Hearing Impairment: Nature & Classification

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

UNIT 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.
- 3.3Deaf-blindness: Definition, causes, classification, prevalence and characteristics.
- 3.4 Importance of Early Identification and Intervention.
- 3.5 Functional Assessment Procedures and Educational Implication.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

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%2520%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGloIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss*. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.
- Auditory-Verbal International (1991). *Auditory-verbal position statement*. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and ChristoffelBlinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and*

Youth. New York: American Foundation for the Blind.

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

COURSE B2: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

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

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

- CO1 -Explain theCerebral Palsy (CP).
- CO2 -Explain theAmputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy.
- CO3 -Explain theMultiple Disabilities and Other Disability Conditions.

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

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
- SarvaSikshaAbhiyan . Module on Multiple Disabilities. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disabchildren/Module%203%20Multiple%20Disability.pdf/at_download/file

COURSE LDC1: ASSESSMENT AND IDENTIFICATION OF NEEDS

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

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

- CO1-Explain the concept, the history, causes and manifestations of Learning Disability.
- CO2-Explain the different types of Learning Disability.
- CO3-Explain the assessment, assessment tools and procedures for Learning Disability diagnosis.
- CO4-Explain the domains of assessment.
- CO5-Explain the Assessment of Curricular Areas

UNIT 1: Introduction to Learning Disability (LD)

- 1.1 Learning Disability: Definition and concept
- 1.2 History of LD
- 1.3 LD: Characteristics
- 1.4 Causes of LD- medical and social
- 1.5 Co-morbidity with LD – ADHD

UNIT 2: Types of LD

- 2.1 Specific LD in Reading
- 2.2 Specific LD in Writing
- 2.3 Specific LD in Mathematics
- 2.4 Dyspraxia
- 2.5 Non-verbal Learning Disability

UNIT 3: Assessment of Learning Disability

- 3.1 Concept, definition of assessment and identification
- 3.2 Identification criteria – DSM 5
- 3.3 Differential diagnosis
 - 3.4 Assessment tools – (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD,), CRTs and NRTs, TMTs
- 3.5 Portfolios, checklists, rating scales, observation schedules

UNIT 4: Domains of Assessment

- 4.1 Motor
- 4.2 Perceptual
- 4.3 Cognitive
- 4.4 Social-Emotional
- 4.5 Language

UNIT 5: Assessment of Curricular Areas

- 5.1 Readiness skills
- 5.2 Reading
- 5.3 Spelling
- 5.4 Writing
- 5.5 Mathematics

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Movie review to understand the condition of LD
 - Diagnosing the case based on case profiles
 - Development of TMTs to assess various domains and curricular areas
-

MODE OF TRANSACTION:

This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the process of arriving at differential diagnosis. The teacher trainees have to acquire the skill of developing Teacher Made Tests for assessment. Keeping this in mind, the transaction of Unit 4 and 5 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience.

Suggested Reading/Learning Reference-

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

COURSE E1: PRACTICAL – CROSS DISABILITY INCLUSION*

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

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

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

PAPER -A 3: LEARNING, TEACHING AND ASSESSMENT

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

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

- CO1-Explain the 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

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

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 Mc Graw hill New Delhi
- WoolFolk,A. Mishra G. &jha A.K. (2012) Fundamental of Educational Psychology,11th EDN Pearson Publication New Delhi
- Singh ,A.K *Siksha Manovigyaan Motilalbanarsidas publ Varanasi*
- Geisinger,K>F. (2013) APA Handbook of testing and Assessment in Psychology.Available at APA USA
- Howell,K.W.& Nolet,V (2000)Curriculum–Bsed Evaluation:Teaching and decision making Scarborough ,Ontario Canada Wadsworth
- McMillion J.H.(2001) Classroom Assessment Principles and Practice for Effective instruction Allyn and Bacon London And available text book

PAPER A4S: PEDAGOGY OF TEACHING SCIENCE

COURSE OUTCOMES

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

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

- CO1-Explain the 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.

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

Practical/Field Engagement /Project work

Any one of the following

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

Suggested Reading/Learning Reference-

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

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

PAPER: A4 SS: PEDAGOGY OF TEACHING SOCIAL SCIENCE

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

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

- CO1-Explain the 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.
-

Transaction

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

Course work/Practical/Field Engagement

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

Suggested Reading/Learning Reference-

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

PAPER: A4M: PEDAGOGY OF TEACHING MATHEMATICS

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

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

- CO1-Explain the 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.
-

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.

Practical/Field Engagement/Project Work

(Any one of the Following)

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

Transactions

Lecture cum demonstration, workshop and Seminars

Suggested Reading/Learning Reference-

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

COURSE: A 5H:हिन्दी शिक्षण

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

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

- CO1-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 विधियों 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 ।

संदर्भ पुस्तके—

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

PAPER A5E: PEDAGOGY OF TEACHING ENGLISH

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

The B.Ed. Spl. Edu. LD Second Semester student will be able to-

- CO1-Explain the Nature of English Language & Literature.
- CO2-Explain the Instructional Planning.
- CO3-Explain the Approaches and Method of Teaching English.
- CO4-Explain the Instructional Materials and Evaluation
- CO5-Explain the Evaluation.

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

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

UNIT 4: Instructional Materials and Evaluation

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

UNIT 5: Evaluation

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

Transaction:

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

Course Work/Practical/Field Engagement

- Design teaching Programmed based on error analysis
 - Develop an action research plan for measuring the effectiveness of given teaching approach in English
 - Develop lesson plan for the teaching of prose and poetry
 - Critically analyze any one poem or essay of a well known poet or writer
-

Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathshala- 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) Developing Reading Skills,Cambridge University Press ,New york
- IGNOU CTE-02Certificate in Teaching of English(1989).the Structure of English,IGNOU, New Delhi
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- 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. LD 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.
-

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.
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

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

Suggested Reading/Learning Reference-

- 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.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
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- 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 Sstudy* . Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London RoutledgeFalmer: Taylor & Francis Group.

COURSE LDC2: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

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

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

- CO1-Explain the Curriculum Designing
 - CO2-Explain the 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 Design

- 1.1 Curriculum Design– Concept, Definition and Principles
- 1.2 Curriculum Design and Development: Subject centered, learner centered (CWLD)
- 1.3 Types of curriculum– Core, Collateral
- 1.4 Universal design of learning for curriculum development
- 1.5 Principles of Inclusive Curriculum

UNIT 2: Curriculum Hierarchies

- 2.1 Reading
- 2.2 Writing
- 2.3 Mathematics
- 2.4 Science
- 2.5 Social studies

UNIT 3: Instructional Planning

- 3.1 Models of instructional planning – ADDIE
- 3.2 Taxonomy of learning – (Bloom’s), Psychomotor & Affective
- 3.3 Elements of lesson plan - 5 E plan
- 3.4 Models of teaching - CAM
- 3.5 Pyramid plan

UNIT 4: Adaptation, Modification, Accommodation

- 4.1 Definition and concept of adaptation, modification, accommodation
- 4.2 Types of adaptation
- 4.3 Steps of adaptation
- 4.4 IEP- Concept, objectives and steps
- 4.5 Classroom management – cooperative, collaborative

UNIT 5: Assessment & Evaluation

- 5.1 Assessment& Evaluation- Concept, definition
 - 5.2 Types of Assessment- Alternative, Authentic
 - 5.3 Evaluation – Formative, Summative
 - 5.4 Development of question paper (TMT)
 - 5.5 Tools of evaluation- Grading, marking schemes
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

- Prepare a blueprint
- Prepare a portfolio

MODE OF TRANSACTION & EVALUATION

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

Suggested Readings:

- 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 **CO1 Understand the broader concept of internship apart from the practice teaching and practical activities.(other disability specialization)**

CO2-Show competence in core teaching skills.

CO3-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 LDC3: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

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

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

- CO1-Explain the purpose and define the principles of educational intervention.
 - CO2-Explain the Educational Interventions for Processing Deficit.
 - CO3-Explain the Reading and Writing Interventions.
 - CO4-Explain the Interventions for Mathematics.
 - CO5-Explain the Interventions in Life Skills.
-

UNIT 1: Conceptual Framework of Educational Interventions

- 1.1 Definition, purpose of educational intervention
- 1.2 Diagnostic prescriptive teaching
- 1.3 Steps of intervention
- 1.4 Response to intervention
- 1.5 Issues in educational intervention

UNIT 2: Educational Interventions for Processing Deficit

- 2.1 Attention
- 2.2 Perception
- 2.3 Memory
- 2.4 Thinking
- 2.5 Meta-cognition

UNIT 3: Reading and Writing Interventions

- 3.1 Principles of intervention in reading and writing
- 3.2 Strategies for developing word recognition skills
- 3.3 Strategies for developing reading
- 3.4 Strategies for writing
- 3.5 Strategies for inclusion in the classroom

UNIT 4: Interventions for Mathematics

- 4.1 Principles for interventions in mathematics
- 4.2 Strategies for developing mathematical concepts
- 4.3 Strategies for developing computation
- 4.4 Strategies for problem solving
- 4.5 Accommodations [Calculators, Computers] in the mainstream classroom

UNIT 5: Intervention in Life Skills

- 5.1 Strategies for developing of social skills
 - 5.2 Strategies for developing study skills
 - 5.3 Strategies for self-assessment and advocacy
 - 5.4 Strategies for soft skills [presenting self, time management, decision making]
 - 5.5 Preparation for independent living, career planning
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Prepare an educational intervention plan\tool for a given process
 - Prepare an educational intervention plan\tool for a given skill
 - Plan a parental meet to discuss the intervention goal.
 - Collaborate with a specific subject teacher to set an intervention goal
-

MODE OF TRANSACTION

This course will be dealt with using lectures followed by projects in specific processing deficits and specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Karten, T, J. ([2007]) More Inclusion Strategies that work- aligning student strength with standards. Corwin Press.
- Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.,
- Bird, R The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, Inc
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- Geoff, H. Dyspraxia. (2nd ed). 2007. : Continuum International publishing Group.
- Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
- Lee. S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, 1st Edition,
- Martin, L, C . [2009]. Strategies for Teaching Students With Learning Disabilities: Corwin Press
- Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.
- Narayan J (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.
- Pandey J, and Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects: Sage Publications, New Delhi.
- Venkateshwar lu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications

COURSE LDC 4: TECHNOLOGY AND DISABILITY

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

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

- CO1-Explain the meaning, scope and use of Technology.
- CO2-Explain the ICT and Multimedia.
- CO3-Explain the Technology for Presentation & Expression (Input and Output).
- CO4-Explain the Technology for Classroom Engagement.
- CO5-Explain the Application of Technology.

UNIT 1: Technology and Education

- 1.1 Technology & Educational Technology – Concept, Definition and Objectives
- 1.2 Types of Technology
- 1.3 Approaches of Educational Technology
- 1.4 Assistive Technology: meaning and scope
- 1.5 Role of AT for children with LD

UNIT 2: ICT and Multimedia

- 2.1 ICT – Meaning, Definition and Significance
- 2.2 Use of ICT
- 2.3 Multi Media in Education
- 2.4 Types of Instructional Aids
- 2.5 Advantages and Limitations of Using Multimedia in Education

UNIT 3: Technology for Presentation & Expression (Input and Output)

- 3.1 Classroom Presentation & Expression: meaning & concept
- 3.2 Visual Presentation - Large Print Displays, Smart boards
- 3.3 Auditory - Text to voice, Screen readers
- 3.4 Cognitive – Graphic organisers
- 3.5 Consideration for Selection of Tools – Low tech, High tech, Low cost & High cost

UNIT 4: Technology for Classroom Engagement

- 4.1 Classroom engagement – Meaning & Concept
- 4.2 Reading - Talking books, Recorder, Optical character recognition, Speech recognition systems, Reading software
- 4.3 Writing- Alternative writing surfaces, Pencil grips proof
- 4.3 Mathematics- Talking calculators, Computer and Electronic math worksheets
- 4.5 Organising - Highlighter pens, or Highlighter tape, Graphic organisers, Digital organisers

UNIT 5: Application of Technology

- 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- 5.2 Application of Technology in Assistive Devices
- 5.3 Application of Technology in Instruction

5.4 Advantages, merits and demerits

5.5 Implications for inclusion

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Develop a tool to assess the learning needs for planning compensatory and remedial instruction
- Develop low cost material for presentation (for teachers)
- Develop low cost material for engagement
- Develop low cost material for expression
- Conduct a survey on the kind of assistive technology used in the schools for students with learning disability and present the findings

MODE OF TRANSACTION

This unit focuses on assistive technology, hence while taking it ahead, its important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.

Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (2nd Edition)
- Das,R.C(1992) Educational Technology : A Basic Text New Delhi :Sterling
- Diane P. Bryant and Brian R. Bryant (2011) :Assistive Technology for People with Disabilities, 2nd Edition.
- Joan Green (2011): The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation.
- Kimberly S. Voss (2005):Teaching by Design: Using Your Computer to Create Materials for Students with Learning Differences.
- Sampath,K etal (1990) Educational Technology. NewDelhi:Sterling.
- Albert M. Cook PhD PE and Janice Miller Polgar(2012) :Essentials of Assistive Technologies
- Judy Lever-Duffy & Jean McDonald (2010): Teaching and Learning with Technology (4th Edition)
- Loui Lord Nelson Ph.D. and Allison Posey (2013) :Design and Deliver: Planning and Teaching Using Universal Design for Learning

COURSE LDC5: PSYCHO SOCIAL AND FAMILY ISSUES

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

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

- CO1-Explain the Overview of Psycho-social Domains.
- CO2-Explain the Family Dynamics.
- CO3-Explain the Nurturing Social Emotional Wellbeing.

UNIT 1: Overview of Psycho-social Domains

- 1.1 Psychosocial domains- Meaning and components- Cognitive, Affective, Social
- 1.2 Erikson's stages of psychosocial development
- 1.3 Psycho-social characteristics of children with LD
- 1.4 Role of home in psychosocial development
- 1.5 Role of school in psychosocial development

UNIT 2: Family Dynamics

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

UNIT 3: Nurturing Social Emotional Wellbeing

- 3.1 Building a positive self-concept.
- 3.2 Social skill training.
- 3.3 Stress management.
- 3.4 Family counseling.
- 3.5 Liaisoning with students, parents, community and NGOs.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Observe and identify psycho-social problems of any LD student of the class during school internship programme. Give detailed description along with intervention performed.
- Design a Scrape book on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles from various sources and present in class for critical analysis and understanding.

MODE OF TRANSACTION

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

Suggested Reading/Learning Reference-

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

COURSE D1: READING AND REFLECTION ON TEXT

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

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

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

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

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

MODE OF TRANSACTION

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

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

COURSE (E3): PRACTICAL DISABILITY SPECIALISATION (PART-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-critically analyses the concept of internship apart from the practice teaching

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

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of Lessons
1	Classroom Teaching	Inclusive Setup	Special schools for disability specialisation	Minimum 20 school periods

COURSE (F1): 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.

SL. No.	Task for the student-teacher	Education setting	Specific activities	Marks	Submission
S U P P O R T S E R V I C E S	1. Teacher assistant	Inclusive Setup	Working as teacher assistant for prayers / assembly, attendance, home work/ class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	10	Journal of daily reflections and learning
	Practicing functioning as a teacher		Undertaking continuous whole day teaching using daily diary system for planning and recording.	10	Daily diary
	Understanding school examination		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions	10	Portfolio of assessment activities
	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	10	TLM
	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, assessment formats for pre-school	10	Portfolio of assessment activities
2.	Individual Teaching	Major Disability	IEPs	50	10 IEP
Total Marks				100	

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

COURSE A6: BASIC RESEARCH AND BASIC STATISTICS

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

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

- CO1-Explain the Introduction to 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
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

MODE OF TRANSACTION:

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

Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter
- 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.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques* Deep& Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.

COURSE B5 (A): COMMUNITY BASED REHABILITATION

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

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

- CO1-Explain the Introduction to 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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

MODE OF TRANSACTION:

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

COURSE B5 (B): APPLICATION OF ICT IN CLASSROOM

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

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

- CO1-Explain the Information Communication Technology (ICT) and Special Education .
- CO2-Explain the Using Media and Computers
- CO3-Explain the Visualizing Technology-Supported Learning Situations

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'

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

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

MODE OF TRANSACTION:

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

Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Abbot, C. (2001). *ICT: Changing Education*. RoutledgeFalmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.
- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*. International Society for Technology in Education.

COURSE B5(C): GUIDANCE & COUNSELLING

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

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

- CO1-Explain the Introduction to Guidance and Counselling.
- CO2-Explain the Enhancing Self Image and Self Esteem.
- CO3-Explain the Guidance and Counselling in Inclusive Education.

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

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

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.

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*. Soujanya Books, New Delhi.

COURSE B5 (D): BRAILLE AND ASSISTIVE DEVICES

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

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

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

UNIT 1: Braille

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

UNIT 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
-

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.
-

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.

COURSE B6 (A): COMMUNICATION OPTIONS: ORALISM

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

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

- CO1-Explain the Understanding Hearing Loss in Real Life Context.
 - CO2-Explain the Advance Understanding of Oral Options.
 - CO3-Explain the Skill Development & Implementing Auditory Verbal Therapy.
-

UNIT 1: Understanding Hearing Loss in Real Life Context

- 1.1 Basic Awareness on Paradigms of Deaf & Hard of hearing
- 1.2 Basic Awareness on Deafness and Communicative Access: Challenges
- 1.3 Basic features of inclusive school and team in inclusive education
- 1.4 Neural Plasticity - concept & Importance
- 1.5 Oralism –meaning Definition, scope, prerequisite

UNIT 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
-

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
 - 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*. AllynAnd 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*.

COURSE B6 (B): MANAGEMENT OF LEARNING DISABILITY

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

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

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

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

MODE OF TRANSACTION:

This activity-based approach should allow the teacher to step back and allow the student-teachers to self-facilitate. The student-teachers must be given experience in the various settings such as clinics, schools, resource centers etc, for exposure to actual assessment. Discussions, debates, simulations, collaborative methods, must be used for transaction.

Suggested 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
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- 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

COURSE B6(C): ORIENTATION AND MOBILITY

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

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

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

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

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.

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

COURSE OUTCOMES	MARKS: 50 CREDITS: 2 2+1 Hrs. /wk
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The B.Ed. Spl. Edu. LD Fourth Semester student will be able to–

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

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. LD 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.

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

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

Suggested Readings

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

COURSE (E4): PRACTICAL CROSS DISABILITY AND INCLUSION*

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

- CO1-Participate in the various types of activities in community.
 CO2- Practice various formats to be used in the teacher training programme.
 CO3-Show competence in core teaching skills(IEP).

SL. No.	Task for the student-teacher	Disability focus	Education setting	Submission
1.	Community work / Tour	Community perspective (Anganwadi, Gram panchayat)	Rural / Semi-urban	Visit report
2.	Case Study	Major Disability	Inclusive schools	10 IEP & Case Study

COURSE (F2): OTHER DISABILITY SPECIAL SCHOOL*

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.(other disability specialization area)
 CO3-Show competence in core teaching skills.

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Other than major disability	Special schools for other disabilities	Minimum 15 school periods

COURSE (F3): INCLUSIVE SCHOOL*

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

- CO1 Understand the broader concept of internship apart from the practice teaching and observation skill.(INCLUSIVE SCHOOL)
 CO2-Show competence in core teaching skills.
 CO3-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	Any disability	Inclusive schools	Minimum 15 school periods

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

B.ED. Special Education (Learning Disability) 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
Prospective Teachers will be able to

PROGRAMME SPECIFIC OUTCOMES:

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

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

PSO 2. Skills: The Prospective School Teachers /Special Educators will demonstrate (i) Pedagogical and technological skills in one's specialization area and an ability to use established and recent methods, techniques and strategies of

teaching, analysis of content and learning conditions, enquiry into the learners' mind and creation of learning situations and materials to design effective teaching-learning environment for Special school disable children within the subject area of specialization. (ii) skills to design equitable and inclusive strategies of evaluation for learning, of learning and as learning (iii) skills for mentoring and counseling the stakeholders

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

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

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

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

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

PSO 8. Management and Leadership: The Prospective School Teachers /Special Educators will demonstrate capacity of identifying or mobilizing appropriate

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

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

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

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

Develop knowledge and skills for professional development.

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

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

COURS E_CODE	COURSE_NAME	CO	PS O. 1	PS O. 2	PS O. 3	PS O. 4	PS O. 5	PS O. 6	PS O. 7	PS O. 8	PS O. 9	PS O. 10	P O. 1	P O. 2	P O. 3	P O. 4	P O. 5
ELBATT1	Human growth & development	CO.1	3	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
ELBATT2	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
ELBTT3	Introduction to sensory disabilities																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			3	3	2.3	2.3	2.7	2.7	2	3	2.67		3	2.7	3	3	2.67
ELBTT4	Introduction to Neuro developmental disabilities																
		CO.1	3	3	3	3	3	3	3	3	3		3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		CO.3	3	3	2	2	3	3	2	3	3		3	2	3	3	2
			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
ELBTT5	Introduction to locomotor & multiple disabilities																
		CO.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		CO.2	3	2	2	2	2	2	1	3	2		3	3	2	3	3
		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

ELBATT 6	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
ELBALF 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
ELBBTT 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
ELBBTY 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	2.5	3	3	2.5
ELBBTY 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	2.5	3	3	2.5

ELBBTY 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	
ELBBTY 4	Pedagogy of teaching (any one) Hindi																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	3	3	3	2	3	2	3			3	3	2	3	
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3	
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.5	2	3	3	2	3	2	3	3			3	2	3	3	
		CO.6	3	2	2	3	3	3	2	3			3	2	3	3	
		CO.7	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.8	2	3	3	2	3	2	3	3			3	2	3	3	
			2.6	3	2.8	2.5	2.9	2.5	2.6	2.8			3	2.3	3	3	
ELBBTY 5	Pedagogy of teaching (any one) English																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	3	3	3	2	3	2	3			3	3	2	3	
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3	
		CO.4	3	3	3	2	3	2	3	2			3	2	3	3	
			2.8	3	2.8	2.75	2.8	2.8	2.5	2.8			3	2.5	3	3	
ELBBTT 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	
ELBBTT 3	Curriculum designing ,adaptation and evaluation																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	3	3	3	2	3	2	3			3	3	2	3	
		CO.3	3	2	2	3	3	3	2	3			3	2	3	3	

		CO.4	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.5	2	3	3	2	3	2	3	3			3	2	3	3	
			2.6	3	2.8	2.6	2.8	2.6	2.6	2.8			3	2.4	3	3	
ELBBLF1	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	2.3	3	2.3	3	2.7			3	2.3	3	3	
ELBCTT 1	Educational Intervention and teaching strategies																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.3	2	3	3	2	3	2	3	3			3	2	3	3	
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.4	3	2.6	2.2	3	2.2	3	2.8			3	2.2	3	3	
ELBCTT 2	Technology and disability																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	3	3	3	2	3	2	3	2			3	2	3	3	
		CO.3	2	3	3	2	3	2	3	3			3	2	3	3	
		CO.4	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.5	2	2	2	2	3	2	3	3			3	2	3	3	
			2.4	3	2.6	2.2	3	2.2	3	2.8			3	2.2	3	3	
ELBCTT 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	
ELBCGA 1	Reading & reflecting on text																
		CO.1	2	3	3	2	3	2	3	3			3	2	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2	2	2.3	2	3	2	3	3			3	2	3	3	

ELBCLF1	Practical: disability specialization																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2	2.3	2.3	3	2.3	3	3			3	2.3	3	3	
ELBCEF1	Main disability special school (related to area C)																
		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	
ELBDTT 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)																
ELBDTD 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	
ELBDTD 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	
ELBDTD 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	

		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
ELBDTD 4	Braille and Assistive devices																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
			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)																
ELBDTD 5	Communication Option:Oralism	C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
ELBDTD 6	Management of learning disability																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
ELBDTD 7	Orientation & mobility																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
ELBDTD 8	Vocational Training transition & job placement																
		C0.1	3	3	3	3	3	3	3	3			3	3	3	3	
		C0.2	2	2	2	2	3	2	3	3			3	2	3	3	
		C0.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2.3	2.3	2.3	2.3	3.0	2.3	3.0	3.0			3.0	2.3	3.0	3.0	
ELBDGA 1	Drama and Art Education																
		C0.1	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	
ELBDFL 1	Practical Cross disability and Inclusion																
		CO.1	3	3	3	3	3	2	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2. 3	2. 3	2. 3	2.3	3. 0	2. 0	3. 0	3.0			3. 0	2.3	3. 0	3. 0	
ELBDEF 1	Other disability special school																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2. 3	2. 3	2. 3	2.3	3. 0	2. 3	3. 0	3.0			3. 0	2.3	3. 0	3. 0	
ELBDEF 2	Inclusive School																
		CO.1	3	3	3	3	3	3	3	3			3	3	3	3	
		CO.2	2	2	2	2	3	2	3	3			3	2	3	3	
		CO.3	2	2	2	2	3	2	3	3			3	2	3	3	
			2. 3	2. 3	2. 3	2.3	3. 0	2. 3	3. 0	3.0			3. 0	2.3	3. 0	3. 0	