



### List of Revised Courses

**Department : Education**

**Program Name : B.Ed. Special Education Learning Disability (L.D.)**

**Academic Year : 2019-21**

### List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	A1	Human Growth & Development
2.	A2	Contemporary India & Education
3.	B1	Introduction to Sensory Disabilities
4.	B2	Introduction to Neuro Developmental Disabilities
5.	B3	Introduction to Locomotor & Multiple Disabilities
6.	LDC1	Assessment and Identification of Needs
7.	E1	Practical :Cross Disability and Inclusion
8.	A3	Learning ,Teaching and Assessment
9.	A4 S	Science
10.	A4 SS	Social Science
11.	A4 M	Mathematics
12.	A5 H	Hindi
13.	A5 E	English
14.	B4	Inclusive Education
15.	LDC2	Curriculum Designing, Adaptation and Evaluation
16.	E2	Practical :Disability Specialization
17.	LDC3	Educational Intervention and Teaching Strategies
18.	LDC4	Technology and Disability
19.	LDC5	Psycho Social and Family Issues
20.	D1	Reading and Reflection on Text (EPC)
21.	E3	Practical :Disability Specialization
22.	F1	Main Disability Special School (related to area C)
23.	A6	Basic Research & Basic Statistic
24.	B5	(a)Community Based Rehabilitation (b) Application of ICT in Classroom
25.	B6	(a)Communication Option :Oralism (b)Management of Learning Disability
26.	D2	Drama and Art in Education

**गुरु घासीदास विश्वविद्यालय**  
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 क्र. 25 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)  
**कोनी, बिलासपुर - 495009 (छ.ग.)**



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27.	E4	Practical Cross Disability and Inclusion
28.	F2	Other Disability Special School
29.	F3	Inclusive School



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

**Academic Year : 2019-21**

**School : School of Studies of Education**

**Department : Education**

**Date and Time : July 14, 2019 - 03:00 PM**

**Venue : DoE, GGV, Bilaspur**

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

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Dr. R.N. Sharma, (External Expert Member BoS, faculty of education, BHU, UP)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting

The syllabus for B. Ed. Special Education Learning Disability (L.D.) was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for B. Ed. Special Education Learning Disability (L.D.) is approved by the BoS.

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clientele. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2019-20.

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

Signature & Seal of HoD



## Scheme and Syllabus

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

SEMESTER - I							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-A</b> Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
<b>Group-B</b> Cross Disability & Inclusion	Introduction to Sensory 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
<b>Group -C</b> Disability Specialization Courses	Assessment and Identification of Needs	LDC1	4	100	50	30	70
<b>Group -E</b> Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
<b>TOTAL</b>			20	500	250	185	315
SEMESTER - II							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-A</b> Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	A5 H A5 E	4	100	50	30	70
<b>Group-B</b> Cross Disability & Inclusion	Inclusive Education	B4	2	50	25	15	35
<b>Group -C</b> Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	LDC2	4	100	50	30	70
<b>Group-E</b> Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
<b>TOTAL</b>			20	500	250	185	315



**SEMESTER -III**

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group -C</b> 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
<b>Group -D</b> EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
<b>Group-E</b> Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
<b>Group -F</b> Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
<b>TOTAL</b>			20	500	250	325	175

**SEMESTER -IV**

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
<b>Group-A</b> Core courses	Basic Research & Basic Statistic	A6	2	50	25	15	35
<b>Group-B</b> Cross Disability & Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and 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	B6	2	50	25	15	35
<b>Group -D</b> EPC	Drama and Art in Education	D2	2	50	25	50	
<b>Group-E</b> Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
<b>Group -F</b> Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
<b>TOTAL</b>			20	500	250	430	70
<b>TOTAL CREDITS</b>			<b>80</b>	<b>2000</b>	<b>1000</b>	<b>1125</b>	<b>875</b>

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## **Scheme and Syllabus**



## COURSE A1: HUMAN GROWTH & DEVELOPMENT

### COURSE OBJECTIVES

MARKS: 100 | CREDITS:04 | 4 Hrs./wk

After studying this course the student-teacher will be able to:

- Explain the process of development with special focus on infancy childhood and adolescence.
- critically analyze developmental variations among children.
- comprehend adolescence as a period of transition and threshold of adulthood.
- analyze different factors influencing child development.

### UNIT I: Approaches to Human Development

- Concept and definition of development, Difference between growth and development.
- ~~Characteristics of development: Lifelong, multidimensional, multidirectional, plastic, contextual, studied by a number of disciplines, and involves growth, maintenance & regulation.~~
- Nature of development: (a) ~~Biological, cognitive and socio-emotional processes;~~ (b) ~~Periods of development;~~ (c) ~~Age and happiness;~~ (d) ~~Conceptions of age (chronological age, biological age, psychological age & social age);~~ (e) ~~Development issues (Nature & nurture, Continuity & discontinuity, Stability & change);~~
- Principles of development, Factors influencing development.
- Domains of development: Physical, psycho-social, cognitive and linguistic development.

### UNIT II: The Early Year (Birth to Eight Years)

- Prenatal (*Conception to birth*): Concept, Periods (zygote, embryo & fetus) and Environmental influences on prenatal development, screening the newborn-APGAR score.
- Infancy (*Birth to 18/24 months*): Concept, Characteristics, Adjustment and hazards during infancy, Physical development, psycho-social development, cognitive development and linguistic development.
- Early childhood (*Infancy to 5-6 years*): Concept, Characteristics, Hazards during early childhood, Physical development, psycho-social development, cognitive development and linguistic development, Factors influencing the child's personality.
- Middle & late childhood (*6 to 11 years*): Concept, Physical development, motor development, cognitive development and social development.
- ~~Role of play in enhancing development~~

### UNIT III: Adolescence (from 10-12 years to 18-22 years)

- Concept, stages (early, middle & late), physical development (males & females), cognitive development and social development.
- Challenges of adolescence: Morphological/developmental, psychological, social and educational challenges.
- ~~Issues related to puberty in males and females.~~
- Gender and Development
- Environmental influences (social, cultural, political) on the adolescents.

### UNIT IV: Adulthood (from 20s to death)

- Concept, stages (early, middle & late), Ageing in women (Physical, psychological & social challenges).
- Early adulthood (*20 to 40 years*): Concept, characteristics, ageing & challenges of early adulthood.
- Middle adulthood (*40 to 60 years*): Concept, characteristics, ageing & challenges of middle adulthood.
- Late adulthood (*60 to death*): Concept, characteristics, ageing & challenges of late adulthood.
- ~~Emerging roles & responsibilities, Life skills & independent living, Career choices.~~



## COURSE D3A6: BASIC RESEARCH AND BASIC STATISTICS

### COURSE OBJECTIVES

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

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

- Describe the concept and relevance of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting a research.
- Apply suitable measures for data organization and analysis.

### Unit 1: Introduction to Research

- 1.1 Scientific Method: Concept and Basic postulates.
- 1.2 Research: Definition and Characteristics.
- 1.3 Educational Research: Definition and Nature
- 1.4 Purpose of Educational Research
- 1.5 Research in Education and Special Education

### Unit 2: Types and Process of Research

#### 2.1 Types of Research-

- Basic/Fundamental,
- Applied,
- 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: Array, Grouped distribution.

#### 3.3 Measures of Central Tendency (Mean, Median and Mode) and Measures of Dispersion (Standard deviation and Quartile deviation)

#### 3.4 Correlation: Product Moment and Rank Order Correlation

#### 3.5 Graphic representation of data

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