



Programme Structure

BACHELOR OF EDUCATION [SPECIAL EDUCATION]

- i) VISUAL IMPAIRMENT**
- ii) HEARING IMPAIRMENT**
- iii) INTELLECTUAL DISABILITY**



DEPARTMENT OF EDUCATION
Dr. B.R. AMBEDKAR OPEN UNIVERSITY
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HYDERABAD - 500 033

INTRODUCTION

The University, initially known as Andhra Pradesh Open University (APOU), was set up on 26th August, 1982 through an Act of the A.P. State Legislature (APOU Act 1982). Subsequently, the University was renamed as Dr. B.R. Ambedkar Open University (Dr.BRAOU) on 26th October 1991 by the Government of Andhra Pradesh. The establishment of this University, the first of its kind in India, heralded an era of affirmative action on the part of the Government of Andhra Pradesh to provide opportunities of Higher Education to all sections of society to meet the changing individual and social needs. Since 2014 the University has been extending Higher Education opportunities especially to the aspirants belonging to Telangana as well as Andhra Pradesh States. The University offers Under Graduate / Post Graduate / Research / P.G. Diplomas / Certificate Programmes in various disciplines. All the programmes offered by the University are recognised by **Distance Education Council (DEC), New Delhi.**

DEPARTMENT OF EDUCATION

The Faculty of Education was set up in November 2004 with the Department of Education. The Department has been offering **B.Ed. ODL Programme, Recognised by UGC, Approved by NCTE (National Council for Teacher Education)**, from 2008 in Telugu medium and **B.Ed. Special Education ODL Programme** in Telugu and English media, **Recognised by UGC, Approved by RCI (Rehabilitation Council of India)**, from the Academic Year 2009. The Certificate programme in Literacy and Community Development (CLCD) and Certificate Programme in Early Childhood Care and Education (CECE) were started in 2011.

BACHELOR OF EDUCATION (SPECIAL EDUCATION) PROGRAMME

B.Ed. SE-ODL Programme is being offered through distance mode by Dr. BRAOU, Hyderabad. It aims to develop professionals for special education within a broad perception of education in the twenty first century. The programme is intended to train the professionals to enable them to imbibe knowledge, understanding, attitude and skill to impart education effectively to the Children with Special Needs, areas of specializations offered by Dr.BRAOU viz., Visual Impairment(VI), Hearing Impairment(HI) and Intellectual Disability (ID).

OBJECTIVES OF THE PROGRAMME

The B.Ed.SE-ODL Programme of Dr. BRAOU aims to enable the Trainee Teacher to achieve the following objectives.

1. To develop a broad perspective of the role of specially trained professional as an agent of change in the prevailing and emerging Indian Society in the ensuring age of IT revolution and globalisation.
2. To develop confidence among the learners about their potentialities, abilities and usefulness to save the society with a sense of freedom, self respect and dignity.
3. To develop professional competencies among the learners to educate the different disabled group.
4. To understand various methods and approaches of organising learning experiences of disabled group of learners in disability area for inclusive/integrated/special education set up.
5. To understand and develop the ability to manage special schools.
6. To develop competencies to organise various co-curricular and extracurricular activities, especially for differently abled children.

DURATION OF THE PROGRAMME

- Minimum period to complete the programme is 2 ½ Academic Years (i.e. 5 Semesters).
- Maximum period to complete the programme is 6 Academic Years.

RELEVANCE OF THE PROGRAMME

The Programme B.Ed. Spl. Ed. is offered to meet current needs of Special Education teachers for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). This programme aims at developing human resources in higher education to cater to the needs of special children for providing equal educational opportunities and equal educational experiences.

NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

B.Ed. Spl. Ed. is meant for students who have completed the UG Degree from any UGC recognized University in the 10+2+3 pattern. It targets -

- The students who want to fulfill the dream of obtaining a teacher education degree for serving Persons with Disabilities;
- The in-service teachers who wish to serve the children with disabilities;
- The general teachers who work in general schools, want to pursue a degree to work in inclusive schools.

Appropriateness of Programme to be Conducted in ODL Mode to Acquire Specific Skills and Competence

Bachelor Degree programme in Special Education has lot of scope to work in the Special Schools and Inclusive schools; Government Schools and Private schools. The special educators with the CRR (Central Rehabilitation Register) number provided by the Rehabilitation Council of India can work in India and abroad, and even they can establish an institution for Persons with Disabilities in India.

INSTRUCTIONAL DESIGN

Level :

Under Graduate Programme / Bachelor Programme

PROGRAMME STRUCTURE

Core courses & Content Based Methodology Courses:

Cross Disability & Inclusive Education Courses (including optional courses) -6Courses &12Credits

Disability Specialisation Courses -5 Courses &18 Credits

Enhancing Professional Capacities (EPC) / Professional Development Courses

Practical: Practical related to disability---- 2Courses &12 Credits

Practical: Field Engagement /School Internship---- 3Courses &12Credits

The courses of B.Ed. Spl.Ed. can be considered as

Group -A: Core Courses

Group-B: Content Based Methodology

Group-C: Cross Disability and Inclusion

Group-D: Disability Specialisation Courses

Group-E: Enhancement of Professional Capacities

Group-F: Practical Courses

Courses under „A“ and „B“ for Development as a Teacher;

Courses under „C“ and „F“ for Development as a Special Teacher ;

Courses under „D“ and „F“ for Development of teacher with particular disability,

Courses E“ indicates the Development of Self.

MEDIUM:

English and Telugu Medium

JURISDICTION:

Operational only in Andhra Pradesh and Telangana

ELIGIBILITY

For B.Ed.Spl.Ed. Programme of Dr.B.R.Ambedkar Open University, the admission will be given to the students based on

- RCI norms, and
- Telangana Government G.O. for B.Ed. admissions. Fee: 30,000/- for 2 ½ years

Weightage to be given to the candidates fulfilling any one of the following conditions:

- Parent of a child with disability, Possessing Disability Certificate issued by the Competent Authority.
- Person with disability, possessing Disability Certificate issued by the Competent Authority.
- Possession of any RCI approved Diploma/Degree.

DETAILS OF ACADEMIC COUNSELLING

- One Session is of 2 Study Hours
- No. of Sessions for each course of 100 marks - 6 (12 Study hrs)
- No. of Sessions for each course of 50 marks - 3 (6 Study hrs)
- **Note:** A student should have 85% of attendance in Counselling sessions.

POLICY OF PROGRAMME DELIVERY

- The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings.
- The Counselling schedule is uploaded in the Dr.B.R.Ambedkar Open University website and the same will be intimated to the students through SMS.

SCHEME OF EVALUATION

- The maximum marks for B.Ed. Spl. Ed. is 2000
- (Theory Components: 1400 and Practical Components: 600)

Note: Those who have attended for Academic Counselling Sessions and completed the Assignments are eligible to write the Term End Examination. But those who did not attend the Workshop sessions are not eligible to attend for Teaching Practice and External Teaching Practicals.

ADMISSION

- Centralised Admissions will be done on the basis of the scores obtained in the Entrance Test conducted by Dr. BRAOU.
- There are total 500 seats in B.Ed. Special Education- ODL Programme in three Specializations.
- The number of candidates to be admitted in each area of Specialization (TENTATIVELY) in the University shall be as follows:

a) Visual Impairment (VI) : 100

b) Hearing Impairment (HI) : 200

c) Intellectual Disability (ID) : 200

The candidate has to choose any one Specialization. Candidate can shift their area of Specialization i.e. VI/HI/ID at the time of admission as per their interest and availability of the seats in left over vacancies as per the merit.

INSTRUCTIONAL SYSTEM:

The Programme is delivered through the RCI recognized Special Education Programme centres. The faculty members of the Programme centres act as the academic counsellors of the Programme and handle the Counselling classes for the student teachers.

The B.Ed.Spl.Ed.(ODL) programme-delivery-system includes the multi-media approach i.e.,

- Self-instructional print material,
- Audio / video lessons,
- Tele-conferencing,
- Assignments,
- Counselling sessions,
- Practice-teaching,
- School-based and workshop-based activities.

To provide effective support to the practical work, Dr.BRAOU has approved Special Education Programme Study Centres spread over the State and each Programme Study Centre will be handling about 50 students.

PROGRAMME STUDY CENTRE

It is a college where Academic Counselling and Practical Workshop will be conducted. The Programme Study Centre will be managed by the Programme In-charge.

WORK CENTRE

It is the High / Higher Senior Secondary Inclusive School / Special School where the student-teacher carries out Practice Teaching and School-Based Activities.

PRINT MATERIAL

The print materials are the study materials for both theory and practical courses of the programme.

AUDIO AND VIDEO LESSONS

The Audio and Video programmes are supplementary, meant for clarification and enhancement of understanding. These are used during counselling and workshop sessions at the Programme Study Centre.

ACADEMIC COUNSELLING SESSIONS

The Academic Counselling session will be utilized for providing personalised guidance to the learners regarding content difficulty, fieldworks, teaching practice, projects assignments, dissertation, time management , study skills, etc.

The Counselling Sessions will be held at the Programme Study Centres generally during holidays. However, counselling sessions must be completed well in advance before the Term-End Examination.

Within the general schedule of the programme, the Coordinators at the 11 Programme Study Centres will decide on the coverage of these sessions. The Counselling Schedule be informed well in advance.

The Counselling Sessions will include clarifications required in the Study-materials, Theory Assignments, Practical-Oriented Assignments and Audio / video lessons through active interaction with students.

In this programme, 19 theory courses (5 Core Courses, 6 Cross Disability & Inclusive Education Courses, 5 Disability Specialisation Courses and 3 Professional Development Courses) are offered to each student.

Hence, Academic Counselling sessions for Core Courses, Cross Disability & Inclusive Education Courses, Disability Specialisation Courses, and Professional Development courses are to be organised at each Programme Study Centre.

DETAILS OF ACADEMIC COUNSELLING

One Session is of 2 Study Hours

No. of Sessions for each course of 100 marks - 6 (12 Study Hrs)

No. of Sessions for each course of 50 marks - 3 (6 Study Hrs)

Note: A student should have 80% of attendance in Counselling sessions.

TELECONFERENCING

To provide more clarity and understanding, arrangements are being made for two-way audio and one-way video-teleconferencing programmes.

ASSIGNMENTS

Assignments are the integral and compulsory component of the instructional system. For each course /there are two assignments: One theory assignment and one practical oriented assignment (POA).

Therefore, for all nineteen theory courses, you have to submit 19 Theory Assignments and 19 POAs in two and half years. All the assignments (19+19=38) should be submitted to the Programme Coordinator concerned.

The assignment responses may be submitted by hand at your Programme Study Centre or may be sent by post to the Coordinator of your Programme Study Centre. It would be better to retain a copy of your assignments for reference. Assignment topics can be downloaded from the University website

WORKSHOP SESSIONS

In the workshop, the learners shall acquire competencies and skills required activities as individuals or in groups. The Study Centres will make arrangements for practice teaching in classroom and on simulated situations.

The learners shall also be provided training in preparation and use of ICT, research tools, worksheets, course units, assignment etc. There shall be two workshops of 6 days duration in the month of May (one in each year).

Note: A student should have 85% attendance in Workshop Sessions.

WORKSHOP BASED ACTIVITIES

It is imperative that all student teachers should attend practical workshops to complete the B.Ed.Spl.Ed. Programme successfully.

The workshop will be conducted by the Resource person/Experts in Special education at the Programme Study Centre. In the workshop student-teacher will participate individually as well as in group, in various activities for improving the teaching capacity.

ACTIVITIES LIKE

Preparation and presentation of model lesson plans

- Preparation of Audio-Visual aids
- Simulated/group/cooperative teaching

- Role play - Narration
- Skills necessary for organizing developmental activities in the community will also be taken up

SCHOOL BASED ACTIVITIES

The learners pursuing B.Ed. Spl. Ed. system shall be involved in activities which a teacher is supposed to perform in the school.

The learners shall be supervised / guided by the mentor for a minimum of 15 study hours. During the Internship, student-teachers shall work as a regular teacher/ special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher. Before teaching in a classroom, the student-teachers will observe the school and its classrooms.

The following activities may be considered

- Conducting Prayers/Assembly
- Checking of the assistive devices
- Writing Diaries / Class work / Homework
- Assisting in exam related to
- Planning o Question paper setting o Entering the outcome in records
- Writing progress reports
- Feedback to students and parents
- Drawing pedagogic decisions
- Maintenance of Registers and Records
- Organising Parent Teacher Association meeting / Debate
- Participating in School committee
- Participating / Conducting Sports, Picnics, Trips, Visits
- Celebrating annual gatherings
- Participating in Medical Checkups.

TEACHING PRACTICE

A learner enrolled in the B.Ed. Spl. Ed. Programme shall go through a teaching practice for 03 months in the schools, under supervision of senior teacher/academic counsellor. Each lesson will be guided, supervised, assessed and feedback given. The learner shall be provided constructive feedback on his/ her performance (strength and weakness) by the supervisor/teacher educators/ Mentors.

Every student teacher will be required to present 60 model lessons in which 20 lessons are in Inclusive schools, 20 in Major disability area and 20 in Cross Disability area.

Practice teaching in Inclusive schools (one month) should be after attending the Workshop-1 and Practice teaching in Major disability and Cross disability should be after attending the Workshop-2.

During the Practice Teaching, the student teacher should write the Records and Reports related to Practice Teaching viz., Case study, Lesson Planning, Preparation of Teaching Learning Material and Scholastic Achievement Tests for Optional - 1 and Optional -2.

Note: Those who did not attend the Workshop sessions are not eligible to attend for Teaching Practice and External Teaching Practicals.

Final Teaching Practicals (FTP):

The Student teacher has to attend the Final Teaching Practicals thrice during the programme i.e., Inclusive area, Major Disability area and Cross Disability area.

FTP in Inclusive School will be after the completion of 2nd Semester i.e, after one year of joining.

FTP in Major Disability and Cross Disability will be after the completion of 5th Semester i.e. One and half year after FTP in Inclusive School.

The student teacher has to perform his/her teaching competency in front of Internal and External Examiners during the Final Teaching Practicals (External Practical Examination).

During the FTP, all the Records, Registers and Teaching Learning Materials pertaining to Optional-1 and Optional-2 should be presented to the External Practical Examiner for final Evaluation, and further the student trainee should attend for the viva-voce examination.

SCHEME OF EVALUATION

The maximum marks for B.Ed. Spl. Ed. is 2000 (Theory Components: 1400 and Practical Components: 600)

Note: Those who have attended for Academic Counselling Sessions and completed the Assignments are eligible to write the Term End Examination. But those who did not attend the Workshop sessions are not eligible to attend for Teaching Practice and External Teaching Practicals.

Evaluation System for Theory Courses

“The University will be able to consider a student for granting permission to appear in the Term End Examination, subject to the condition that an Eligibility Condition Certificate will be given by the Programme Coordinator of the Programme Study Centre to the effect that the student has carried out all the requirements of the programme”.

The evaluation process has two segments called Continuous Internal Assessment (CIA) and Term End Examination (TEE) with the marks weightage of 20:80 respectively.

The Scheme of Evaluation of the performance of student-teachers will consist of two main components:

- Continuous Internal Assessment (CIA)
- Term-End Examination (TEE)

The Scheme of evaluation of CIA and TEE for 100 marks is as follows:

For each Theory Course	Maximum Marks	Minimum Marks
Continuous Internal Assessment of Theory Assign- ments	20	10 (50% of maximum)
Term-End Examinations 70	80	32 (40% of maximum)
Total	100	

The scheme of evaluation of CIA and TEE for 50 marks is as follows:

For each Theory Course	Maximum Marks	Minimum Marks
Continuous Internal Assessment of Theory Assign- ments	10	5 (50% of maximum)
Term-End Examinations 70	40	16 (40% of maximum)
Total	50	21

Note: the student has to secure minimum of 40% in Term End Examination; however he/she has to secure 50% in aggregate (TEE+CIA) to pass the course Evaluation System for Practical Courses The ratio of marks for Internal and External practical.

Evaluation System for Practical Courses

The ratio of marks for Internal and External practical examination is 50:50. The student has to secure minimum of 50% marks as aggregate (Internal + External) to get pass in practical courses.



Dr. B.R. AMBEDKAR OPEN UNIVERSITY

డా. బి.ఆర్. అంబేద్కర్ సార్వత్రిక విశ్వవిద్యాలయం

EDUCATION AT YOUR DOORSTEP



BACHELOR OF EDUCATION [SPECIAL EDUCATION]

- i) **VISUAL IMPAIRMENT**
- ii) **HEARING IMPAIRMENT**
- iii) **INTELLECTUALDISABILITY**

Syllabus

For the Academic year 2022-23

Department of Education

Faculty of Education

Dr. B.R. Ambedkar Open University

SEMESTER - I

Sl.No	Course Code	Course Name	Marks	Credits
1	B.Ed SE-A1	Human Growth & Development	100	04
2	B.Ed SE-A2	Contemporary India and Education	100	04
3	B.EdSE-A3	Learning Teaching & Assessment	100	04
4	B.EdSE-B7	Introduction to Sensory Disabilities	50	02
B.EdSE – E1 Practicum		Cross Disability & Inclusion	50	02
Total:			400	16

HUMAN GROWTH & DEVELOPMENT

Course Code: B.Ed(SE) A 1

Credit: 04

Contact Hours: 60

Marks: 100

Introduction

This course exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

Objectives

After studying this course the student- teachers 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.

Block 1: Approaches to Human Development

Unit-1 Human development as a discipline from infancy to adulthood

Unit-2 Concepts and Principles of development

Unit-3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)

Unit-4 Nature vs Nurture

Unit-5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Block 2: Theoretical Approaches to Development

Unit-6 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)

Unit-7 Psychosocial Theory (Erikson)

- Unit-8 Psychoanalytic Theory (Freud)
- Unit-9 Ecological Theory (Bronfrenbrenner)
- Unit-10 Holistic Theory of Development (Steiner)

Block 3: The Early Years (Birth to Eight Years)

- Unit-11 Prenatal development: Conception, stages and influences on prenatal development
- Unit-12 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development RCI B.Ed. Spl.Ed.
- Unit-13 Milestones and variations in Development
- Unit-14 Environmental factors influencing early childhood development
- Unit-15 Role of play in enhancing development

Block 4: Early Adolescence (From nine years to eighteen years)

- Unit-16 Emerging capabilities across domains of physical and social emotional
- Unit-17 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
- Unit-18 Issues related to puberty
- Unit-19 Gender and development
- Unit-20 Influence of the environment (social, cultural, political) on the growing child

Block 5: Transitions into Adulthood

- Unit-21 Psychological well-being
- Unit-22 Formation of identity and self-concept
- Unit-23 Emerging roles and responsibilities
- Unit-24 Life Skills and independent living
- Unit-25 Career Choices

CONTEMPORARY INDIA AND EDUCATION

Course Code: B.Ed. (SE)A2

Credit: 04

Contact Hours: 60

Marks: 100

Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

Objectives

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

- Explain the history, nature and process and Philosophy of education
- Analyse the role of educational system in the context of Modern Ethos
- Understand the concept of diversity
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context

Block 1: Philosophical Foundations of Education

Unit-1 Education: Concept, definition and scope

Unit-2 Agencies of Education: School, family, community and media

Unit-3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism,
humanism, constructivism and connectionism

Unit-4 Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankhya Darshan)

Unit-5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Block 2: Understanding Diversity

Unit-6 Concept of Diversity

Unit-7 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

Unit-8 Diversity in learning and play

Unit-9 Addressing diverse learning needs

Unit-10 Diversity: Global Perspective

Block 3: Contemporary Issues and Concerns

- Unit-11 Universalization of School Education, Right to Education and Universal Access
- Unit-12 Issues of a) Universal enrolment b) Universal retention c) Universal learning
- Unit-13 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
- Unit-14 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- Unit-15 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

Block 4: Education Commissions and Policy (School Education)

- Unit-16 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice
- Unit-17 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)
- Unit-18 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).
- Unit-19 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
- Unit-20 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Block 5: Issues and Trends in Education

- Unit-21 Challenges of education from preschool to senior secondary
- Unit-22 Inclusive education as a rights based model
- Unit-23 Complementarity of inclusive and special schools
- Unit-24 Language issues in education
- Unit-25 Community participation and community based education

B.Ed.SE-A3 LEARNING, TEACHING AND ASSESSMENT

Course Code: A 3

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

This Course will initiate student-teachers to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PwD as Learner and their special education needs that teacher needs to address in diverse education settings.

Objectives

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

- Comprehend the theories of learning and intelligence and their applications for teaching children
- Analyse the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Situate self in the teaching learning process
- Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Block-I Learning theories and Intelligence

Unit-1 Human Learning: Human learning: Meaning, definition and concept, Learning theories: Behaviourism: Pavlov, Thorndike, Skinner- Cognitivism: Piaget, Bruner- Social Constructivism: Vygotsky, Bandura

Unit-2 Intelligence and Creativity: Intelligence- Concept and definition- Theories: Two- Factor, Multifactor, Triarchic Theory (Robert Steinberg) Structure of Intelligence (Guilford), Creativity: Concept, Definition and Characteristics; Implications for Classroom Teaching and Learning.

Block-II Teaching Learning Process

Unit 3 Learning Process and Motivation: Sensation: Definition and Sensory Process; Attention: Definition and Affecting Factors; Perception: Definition and Types; Memory, Thinking, and Problem Solving; Motivation: Nature, Definition and Maslow's Theory.

Unit 4 Learning and Leadership: Maxims of Teaching; Stages of Teaching: Plan, Implement, Evaluate, Reflect Stages of Learning: Acquisition, Maintenance, Generalization; Learning Environment: Psychological and Physical; Leadership Role of Teacher in Classroom, School and Community Assessment.

Block-III Assessment and Evaluation

Unit 5 Introduction to Assessment: Assessment: Conventional meaning and constructivist perspective; ‘Assessment of Learning’ and ‘Assessment for Learning’: Meaning and difference; Comparing and contrasting assessment, evaluation, measurement, test and examination.

Unit 6 Learning and Evaluation Formative and summative evaluation, Curriculum Based Measurement; Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option.

Block-IV Assessment Strategies and Policy Perspectives

Unit 7 Assessment Strategies: Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure; Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions.

Unit 8 Assessment of diverse learners - Policy Perspective: Exemptions, concessions, adaptations and accommodations; Schools examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reform Comprehensive and Continuous Evaluation (CCE), NCF(2005) and RTE (2009)

INTRODUCTION TO SENSORY DISABILITIES

Course Code: B.Ed(SE)B7

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

The course is designed to provide a basic understanding to the student-teachers about the nature and needs of different types of sensory disabilities. It will also equip them in undertaking screening, planning and instructing students with sensory disabilities.

Objectives

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

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

Block 1: Hearing Impairment: Nature & Classification 5 Hours

Unit-1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) &
Dual sensory impairment (Deaf-blindness)

Unit-2 Importance of hearing

Unit-3 Process of hearing & its impediment leading to different types of hearing loss

Unit-4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/
deafness/ hearing impaired/ disability/ handicapped

Unit-5 Challenges arising due to congenital and acquired hearing loss

Block 2: Impact of Hearing Loss 5 Hours

Unit-6 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment
on communication

Unit-7 Language & communication issues attributable to hearing loss and need for early Intervention

Unit-8 Communication options, preferences & facilitators of individuals with hearing loss

Unit-9 Issues & measures in literacy development and scholastic achievement of students with hearing loss

Unit-10 Restoring techniques using human (interpreter) & technological support (hearing devices)

Block 3: Visual Impairment-- Nature and Assessment 5 Hours

Unit-11 Process of Seeing and Common Eye Disorders in India

Unit-12 Blindness and Low Vision--Definition and Classification

Unit-13 Demographic Information--NSSO and Census 2011

Unit-14 Importance of Early Identification and Intervention

Unit-15 Functional Assessment Procedures

Block 4: Educational Implications of Visual Impairment 5 Hours

Unit-16 Effects of Blindness--Primary and Secondary

Unit-17 Selective Educational Placement

Unit-18 Teaching Principles

Unit-19 Expanded Core Curriculum-- Concept and Areas

Unit-20 Commonly Used Low Cost and Advanced Assistive Devices

Block 5: Deaf-blindness 10 Hours

Unit-21 Definition, causes, classification, prevalence and characteristics of deaf-blindness

Unit-22 Effects and implications of deaf-blindness on activities of daily living & education

Unit-23 Screening, assessment, identification & interventional strategies of deaf-blindness

Unit-24 Fostering early communication development: Methods, assistive devices and practices including AAC

Unit-25 Addressing orientation, mobility & educational needs of students with deaf-blindness

SEMESTER -2

Sl.No	Course Code	Course Name	Marks	Credits
1	B.Ed.SE -B6	Inclusive Education	50	2
2	B.Ed.SE- B8	Introduction to Neuro Developmental Disabilities	50	2
3	B.Ed.SE- B9	Introduction to Loco motor &Multiple Disabilities	50	2
4	B.Ed.SE- C12 HI/MR/VI	Assessment and Identification of Needs	100	4
5	B.Ed.SE -C13 HI/MR/VI	Curriculum Designing ,Adaptation and Evaluation	100	4
6	B.Ed.SE E2	Disability Specialization HI/MR/VI	50	2
Total			400	16

B.Ed.SE-B6 INCLUSIVE EDUCATION

Course Code: B 6

Contact Hours: 30

Credits: 02

Marks: 50

Introduction

The course is designed to develop an understanding about inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognises ways in which different stakeholders can collaborate for the success of inclusive education.

Objectives

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

- Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- Explicate the national & key international policies & frameworks facilitating inclusive education. Enumerate the skills in adapting instructional strategies for teaching in classrooms.
- Describe the inclusive pedagogical practices & its relation to good teaching. Expound strategies for collaborative working and stakeholders support in inclusive education.

Content

Block-I Introduction to Inclusive Education

- Unit 1 Inclusive Education
- Unit 2 Principles of Inclusive
- Unit 3 Frameworks Facilitating Inclusive Education
- Unit4 National Commissions & Policies
- Unit 5 Adaptations Accommodations and Modifications

Block-II Instructions of Inclusive Education

- Unit 6 Academic Instructions
- Unit 7 Differentiated Instructions
- Unit 8 Supports and Collaborations for Inclusive Education

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B.Ed(SE)B 8

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

- Discuss the characteristics and types of learning disability.
- Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
- Explain the characteristics and types of Intellectual disability.
- Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
- Explain the characteristics and types of Autism Spectrum Disorder.
- Describe the tools, areas of assessment and apply intervention strategies.

Block 1: Learning Disability: Nature, Needs and Intervention

- Unit-1 Definition, Types and Characteristics
- Unit-2 Tools and Areas of Assessment
- Unit-3 Strategies for reading, Writing and Maths
- Unit-4 Curricular Adaptation, IEP, Further Education,
- Unit-5 Transition Education, Life Long Education

Block 2: Intellectual Disability: Nature, Needs and Intervention

- Unit-6 Definition, Types and Characteristics
- Unit-7 Tools and Areas of Assessment
- Unit-8 Strategies for Functional Academics and Social Skills
- Unit-9 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
- Unit-10 Vocational Training and Independent Living

Block 3: Autism Spectrum Disorder: Nature, Needs and Intervention

- Unit-11 Definition, Types and Characteristics
- Unit-12 Tools and Areas of Assessment
- Unit-13 Instructional Approaches
- Unit-14 Teaching Methods
- Unit-15 Vocational Training and Career Opportunities

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code:B.Ed(SE) B 9

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

- Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
- Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.
- Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
- Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.

Block 1: Cerebral Palsy (CP)

- | | |
|--------|--|
| Unit-1 | CP: Nature, Types and Its Associated Conditions |
| Unit-2 | Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits) |
| Unit-3 | Provision of Therapeutic Intervention and Referral of Children with CP |
| Unit-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 |
| Unit-4 | Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities |

Block 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

- | | |
|--------|--|
| Unit-5 | Definition, Meaning and Classification |
| Unit-6 | Assessment of Functional Difficulties |
| Unit-7 | Provision of Therapeutic Intervention and Referral |

Unit-8	Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
Unit-9	Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology
Block 3:	Multiple Disabilities and Other Disabling Conditions
Unit-10	Multiple Disabilities: Meaning and Classifications
Unit-11	Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
Unit-12	Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis
Unit-13	Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
Unit-14	Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: B.Ed.SEHI-C12

Marks: 100

Contact Hours: 60

Credits: 04

Introduction

Hearing loss needs to be identified at the earliest in order to provide timely intervention to children with hearing impairment. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessments to be undertaken for identifying needs in order to plan the intervention program.

Objective

After completing the course student-teachers will be able to

- Explain the need and techniques for early identification of hearing loss in children.
- Acquire knowledge in the area of audiological assessment and its relevance in education.
- To discuss communicative and language related needs with the understanding of its development and assessment.
- Understand the need for assessment of various processes involved in production of speech.
- Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.

Block 1 Early Identification of Hearing Loss: Need and Strategies

- Unit- 1 Need for Early Identification of Hearing Loss
- Unit -2 Overview to Behavioural and Objective Techniques in Screening for Hearing Loss
- Unit -3 Team Members Involved in Hearing Screening and their Role
- Unit-4 Use of Checklists and Behavioural Observation in Early Identification of Hearing Loss by School Teachers (congenital & acquired)
- Unit -5 Referral of Children Based on signs and Symptoms of Hearing Loss

Block 2 Audiological Assessment

- Unit -6 Orientation: Sound, Physical and Psychological Parameters/attributes, Concept of dBHL vs dB SPL, Auditory Milestones in Typical Children (0-2 years)
- Unit -7 Assessment & methods of Assessment: Subjective & Objective tests; Orientation to these tests and their Importance
- Unit -8 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA,

VRA)& close field]; role of Special Educators in Conditioning for pure tone Audiometry

Unit -9 Audiogram: Understanding of Audiogram and its Implication in Assessing the Educational needs of Children with different types and degrees of Hearing Loss.

Unit -10 Concept of unaided, aided Audiograms, Speech Spectrum and its Applications

Block 3 Assessments of Language & Communication

Unit -11 Communication: Concepts and types (Linguistic versus Non Linguistic)

Unit -12 Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure

Unit -13 Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors

Unit -14 Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of Measurement (productivity, complexity, correctness and communicativeness)

Unit -15 Identification of needs related to Communication and Language

Block 4 Assessment of Speech

Unit -16 Respiration and Phonation: Pre-requisites, Process, Types and Need for Assessment

Unit -17 Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)

Unit -18 Suprasegmental aspects of speech and its assessment

Unit -19 Milestones of speech development in typically developing children

Unit -20 Speech Intelligibility: Concept, Factors & Assessment

Block 5 Educational Assessment and Identification of Needs

Unit -21 Educational assessment: Concept and Scope

Unit -22 Factors affecting educational performance: individual, family and environment

Unit -23 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based

Unit -24 Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern)

Unit -25 Current trends and challenges in assessment: Independent, dual purpose and Constructivist perspective and adaptation

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: B.Ed.SEMR-C12
Contact Hours: 60

Marks: 100
Credits: 04

Objectives

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

- Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.
- Understand various procedures, areas and approaches of assessment and their relevance.
- Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at preschool level.
- Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.
- Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration

Contents

Block - I Intellectual Disability: Identification of Needs and Assessment

- Unit -1 Intellectual Disability Historical Perspectives, Definitions, Causes and Prevention, classification and Characteristics, Assessment, Areas of Assessment
- Unit -2 Assessment
- Unit -3 Areas of Assessment

Block - II Assessment and Identification of Needs

- Unit - 4 Assessments at Pre-School and School Levels
- Unit - 5 Assessment Tools at School ages
- Unit - 6 Assessments at Adult and Vocational Levels

Block - III Provisions & Schemes, Assessment of Family Needs

- Unit -7 Provisions & Schemes
- Unit -8 Assessment of Family Needs

**B.ED. SEVI-C 12 IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT
AND ASSESSMENT OF NEEDS**

Content

Block -I Concept and Types of Visual Impairment

- Unit – 1 Anatomy and Physiology of Human Eye
- Unit – 2 Type of Visual Impairment and Eye Disorders
- Unit - 3 Implications of Visual Impairments

Block – II Need - Assessment of Visual Impairment

- Unit – 4 Needs of Visual Impairment
- Unit - 5 Identifying Young Children with Vision Impairment
- Unit - 6 Assessment of Visual Impairment

Block - III Assessment - Screening Impairment

- Unit - 7 Assessments of Learning Needs of Children with VIMD
- Unit – 8 Identification and Assessment of Visually Impaired Children with Associate Disabilities

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course code: B.Ed.SEHI-C 13

Marks: 100

Contact Hours: 60

Credits: 04

Introduction

This course is meant to enable student-teachers to understand the approaches to curriculum development, its types and process. The course is designed to help the learners acquire knowledge and skills to adapt curriculum and select evaluative methods to suit the needs of children with ASD in different educational settings.

Objectives

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

- Discuss the principles, approaches and types of curriculum.
- Explain the process of developing a curriculum and educational program.
- Develop suitable content for curricular areas in special education.
- Apply the process for modification and accommodation for adapting general school curriculum.
- Describe the methods used for evaluation of learning.

Block- 1 Curriculum and Its' Designing

Unit-1 Curriculum-Concept, Types and Models, Approaches and Steps for Curriculum designing.

Unit-2 Curricular needs of children with hearing impairment in scholastic areas, Curricular needs of children with hearing impairment in non-scholastic areas, Curricular framework for 21st Century.

Block- 2 Developing Literacy Skills: Reading

Unit-3 Pre-requisites for reading and emergent reading skills, Assessment of reading skills at different levels

Unit-4 Approaches and Strategies to develop reading skills and independent reading, Types and Models of developing reading skills, Challenges and Remedial strategies

Block- 3 Developing Literacy Skills: Writing

Unit- 5 Pre-requisites for writing and emergent writing skills, Assessment of written language at different levels, Components and types of writing

Unit-6 Steps and Strategies in Developing Writing, Challenges and Remedial Strategies.

Block- 4 Curricular Adaptation

Unit-7 Curricular Adaptation- Meaning and Principles, Need Assessment and decision making for Adaptation,

Unit-8 Adapting Curriculum- Content, Teaching-learning Material, and Instruction, Types of Adaptation and Process, Adaptation and Accommodations in Student's Evaluation and Examinations

Block- 5 Curricular Evaluation

Unit-9 Concept, Need for Curricular Evaluation, Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources), Areas of Curricular Evaluation: Context, Input, Process and Product

Unit-10 Methods and Tools for Curricular Evaluation, Challenges in Curricular Evaluation

B.Ed.SE MR-C 13 CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Course code: C 13

Hours: 60

Credits: 04

Marks: 100

Objectives

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

- Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.
- Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.
- Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.
- Understand different strategies for curriculum adaptation, accommodation, modification and their significance.
- Evaluation and make effective use of different techniques

Block-I Curriculum Designing

Unit-1 Curriculum: Concept, Meaning, Definition, Principles, Types, and Approaches

Unit-2 Curriculum Domains; Steps in Developing Curriculum and its Challenges; Implementation and Evaluation.

Unit-3 Significance of Early Childhood Education and curricular domains- Enhancement of domain in Motor, Personal, Cognitive and communication areas, Sensory Mechanism and School Readiness and curriculum at Primary & Secondary levels.

Unit-4 Curriculum at Pre- Vocational and Vocational Level

Block-II Curriculum – Assessment and Documentation

Unit-5 Implications of Pre-School, Primary, Secondary, Pre-Vocational and Vocational Levels for Intervention, Documentation, Record Maintenance and Report Writing

Unit-6 Rehabilitation of PWIDs under National Skill development Scheme (NSDS by MSJ & E)

Unit-7 Introduction to Curriculum Adaptation, Accommodation and Modification

Unit-8 Adaptation, Accommodation and Modification for Pre-Academic Curriculum.

Block-III

Unit-9 Adaptation, Accommodation and Modification for Academic Curriculum

Unit-10 Adaptation, Accommodation and Modification for Co Curriculum

Unit-11 Adaptation, Accommodation and Modification for School Subjects

Unit-12 Curriculum Evaluation – Concept, Meaning and Definition

Block-IV

Unit-13 Types & Approaches of Curriculum Evaluation

Unit-14 Emerging Trends In Curriculum Evaluation Continuous and Comprehensive Evaluation (CCE)

Unit-15 Grading System/Teacher – Made Test

Unit-16 Differential Evaluation of Persons with Intellectual Disability In Inclusive Set-Up

B.Ed.SEVI-C13 CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM

Course code: C 13

Hours: 60

Credits: 04

Marks: 100

Block- 1 Concept and Types of Curriculum

Unit-1 Concept, Meaning and Need for Curriculum, Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach.

Unit-2 Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum, Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired, Core Curriculum and Expanded Core Curriculum- meaning, Need and Components.

Block- 2 Teaching Functional Academics Skills

Unit-3 Learning media assessment, Braille reading readiness, Techniques of teaching Braille

Unit-4 Techniques of Teaching print to children with low vision, Braille aids and devices, optical devices for print reading and writing.

Unit 5 Teaching of Independent Living Skills, Independent living skills – Meaning, Importance, Components, 5.2 Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids.

Block-3 Daily living skills

Unit -6 Assessment of needs and techniques of teaching: age appropriate daily living skills, Sensory efficiency – importance and procedures for training auditory, tactile, Olfactory, gustatory, kinaesthetic senses and residual vision, Techniques of teaching social interaction skills, leisure and recreation skills and self -Determination.

Unit -7 Curricular Adaptation: Curricular adaptation – Need, Importance and Process, Reasonable accommodation – Need and Planning, Planning of lessons for teaching Expanded Core Curriculum – Individualized, Education Program writing.

Unit- 8 Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching, Preparation of Teaching Learning Material for ECC – Reading Readiness kit, FlashCards, Sensory Kits, and Mobility Maps.

Block-4 Curricular Activities

Unit -9 Curricular activities – Meaning and Need for Adaptation, Adaptation of Physical education activities and Yoga,

Unit 10: Adaptation of Games and Sports – both Indoor and Outdoor, Creative Arts for the children with visual impairment, Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket

B.EdSE-E2 Practicum HI/ID(MR)/VI

SEMESTER-3

Sl.No	Course Code	Course Name	Marks	Credits
1	B.Ed.SE- A4	Pedagogy of Teaching PS/BS /Social Studies/Mathematics	100	4
2	B.Ed.SE -A5	Hindi/English/Regional Language-any one	100	4
3	B.Ed.SE -C14 HI/MR/VI	Intervention and Teaching Strategies	100	4
4	B.Ed.SE- E2	Disability Specialization HI/MR/VI	100	4
			400	16

Methodology-1

B.Ed.SE-A4 (PS) Pedagogy of Teaching Physical Science

Course Code: A 4 (Part I)

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

The course will help the student-teachers to generate their student's interest for learning science and develop a scientific attitude. It is designed to equip the student-teachers to teach science using innovative methods, techniques and teaching learning material to students with & without disabilities.

Objectives

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

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

Block - I : Nature and Significance of Sciences

Unit -1 Nature and Importance of Science

Unit -2 Physical Sciences and Society

Unit-3 Aims and Objectives of Teaching Physical Sciences

Block - II : Planning of Teaching Physical Sciences

Unit -4 Planning of Teaching Physical Sciences

Unit-5 Approaches and Methods of Teaching Physical Sciences

Unit-6 Creating Different Situations of Learning Engagements

Block - III Learning Engagement and Teaching Learning Resources

Unit - 7 Teaching Learning Resources

Unit - 8 Science Laboratories

Block - IV Evaluation in Physical Sciences

Unit - 9 Evaluation

Unit - 10 Tools and Techniques of Assessment and Evaluation

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4 (Part II)
Marks: 100

Contact Hours: 60
Credits: 04

Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & with ought disabilities.

Objectives

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

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different methods of teaching Mathematics.
- Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Block- I Nature of Mathematics

Unit-1 Nature and History of Mathematics

Unit-2 Perspective of Psychology of Teaching Learning Mathematics

Unit-3 Aims and Objectives of Teaching Learning Mathematics

Unit-4 Lesson Planning Importance and Basic Steps

Block - II Strategies for Learning and Teaching Mathematics

Unit-5 Concept of Teaching Mathematics Concept Attainment

Unit-6 Techniques of Teaching Mathematics

Unit-7 Teaching Students with Disabilities

Unit-8 Organization of Mathematics

Unit-9 Assessment and Evaluation

Unit-10 Diagnostic Evaluation

Pedagogy of Teaching of Biological Science

Course Code: A 4 (BS)

Contact Hours: 60

Marks: 100

Credits: 04

Introduction

The course will help the student-teachers to generate their student's interest for learning Science and develop a scientific attitude. It is designed to equip the student-teachers to teach Science using innovative methods, techniques and teaching learning material to students with & without disabilities.

Objectives

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

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

Content

Block- I Nature and Significance of Biological Science

Unit-1 Nature , Scope, Importance of Teaching Biological Science

Unit-2 Biological Science and Modern Indian Society

Unit-3 Planning for Instruction

Unit-4 Lesson Planning - Importance and Basic Steps

Block - II Approaches and Methods of Teaching Biological Science

Unit-5 Approaches of Teaching Biological Science

Unit-6 Creating Different Situations of Learning Engagement

Unit-7 Learning Resources with Reference to Children with Disabilities for Teaching Biological Science

Unit-8 Laboratory Planning and Organization of Lab

Block - III Evaluation of Teaching Biological Science

Unit-9 Evaluation

Unit-10 Tools and Techniques of Evaluation

B.ED.SE-A4 PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 4
Contact Hours: 60

Credits: 04
Marks: 100

Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

Objectives

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

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

Content

Block - I: Scope of Social Science and Resources

Unit -1 Nature of Social Science

Unit – 2 Instructional Materials

Block - II : Curriculum and Planning of Teaching Learning Progress

Unit - 3 Curriculum Development

Unit - 4 Instructions Planning of Teaching Learning Process

Unit – 5 Approaches

Unit – 6 Case Studies

Block - III Tools and Techniques of Assessment

Unit - 7 Evaluations

Unit - 8 Social Science Teachers as a Reflective Practitioner

Methodology-2

B.Ed.SE- A5 PEDAGOGY OF TEACHING ENGLISH

Course Code: B.Ed.SE-A5 E
Contact Hours: 60

Credits: 04
Marks: 100

Block - I Nature of English Language & Literature

- Unit-1 Principles of Language Teaching, Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- Unit- 2 English Language in the school context: An Evolutionary Perspective, Current Trends in Modern English Literature in Indian context, Teaching as second language in Indian context.

Block- II Instructional Planning

- Unit-3 Aims and objectives of Teaching English at different stages of schooling, Instructional Planning: Need and Importance, Unit and lesson plan: Need and Importance, Procedure of Unit and Lesson Planning,
- Unit-4 Planning and adapting units and lessons for children with disabilities

Block - III Approaches and Methods of Teaching English

- Unit- 5 Difference between an approach and a method, RCI B.Ed.Spl.Ed. Curriculum , Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
- Unit-6 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method, Development of four basic language skills: Listening, Speaking, Reading, and Writing
- Unit-7 Accommodation in approaches and techniques in teaching children with disabilities

Block- IV Instructional Materials

- Unit-8 Importance of instructional material and their effective use, The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television,

Films & Filmstrips, Overhead Projector, Language Laboratory, Language, games, reading cards, Worksheets, Handouts, and Power Point Presentation

Unit-9 Construction of a teacher made test for English proficiency, Teaching portfolio, Adaptations of teaching material for children with disabilities

Block- V Evaluation

Unit- 10 Evaluation - Concept and Need, Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)

Unit-11 Adaptation of Evaluation Tools for Children with Disabilities, Individualized assessment for Children with Disabilities, Error analysis, Diagnostic tests and Enrichment measures

B.Ed.SE- A5 PEDAGOGY OF TEACHING TELUGU

Course Code: B.Ed.SE-A5 E
Contact Hours: 60

Credits: 04
Marks: 100

క్లస్ట్-1

తెలుగు భాష - సాహిత్యం - ఇతర భాషల ప్రభావం
తెలుగు భాష చారిత్రాత్మకతలు - భిన్న భాషా వ్యవస్థ

క్లస్ట్-2

భాష యొక్క భిన్న భాష - భాష స్వభావం - భాషా ప్రాంత - భిన్న భాష.
భిన్న భాషా ప్రాంత - భాషా భాష - భాషా భాష.

క్లస్ట్-3

భాషా ప్రాంతాన్ని - భాషా నిర్మాణం - ప్రాంత భాషల వర్గీకరణ -
భాషా నిర్మాణం - భాషా నిర్మాణం - భాషా నిర్మాణం - భాషా నిర్మాణం -
భాషా నిర్మాణం, భాషా నిర్మాణం, భాషా నిర్మాణం, భాషా నిర్మాణం -
భాషా నిర్మాణం - భాషా నిర్మాణం - భాషా నిర్మాణం - భాషా నిర్మాణం -
భాషా నిర్మాణం.

క్లస్ట్-4

సాహిత్యం పూర్వం తెలుగు భాషా సాహిత్యం గానం తెలుగు భాష,
సాహిత్యం పూర్వం తెలుగు భాష - సాహిత్యం - సాహిత్యం - సాహిత్యం -
సాహిత్యం, సాహిత్యం, సాహిత్యం, సాహిత్యం, సాహిత్యం, సాహిత్యం -
సాహిత్యం సాహిత్యం సాహిత్యం సాహిత్యం సాహిత్యం సాహిత్యం.

యానిట్-4

తెలుగుభాష - సంస్కృతం, తెలుగు-ఉర్దూ, తెలుగు - ఇంగ్లీష్ తెలుగు-పాఠీ, కన్నడం
ఇతర భాషలు, భాషాధ్యయనం - తెలుగు భాష ప్రస్తుత పరిస్థితి.

Block-2

యానిట్-11

- భాషా భ్యసనం - బోధనా పద్ధతులు - వ్యవహార రూపాలు - భాషా సామర్థ్యాల
సాధన - శ్రావణాలు.

యానిట్-15

పాఠశాల విద్యలో తెలుగును ఒక ముఖ్యమైన విషయంగా ఎంచుకునేందుకు కేర్తుకోవాలి.
ప్రాథమిక స్థాయి బోధనోద్దేశాలు - మాట్లాడుకో/ఎరిమెంటరీ స్థాయి బోధనోద్దేశాలు
ఉన్నత స్థాయి బోధనోద్దేశాలు.

భాషా బోధన ద్వారా సాధించాల్సిన సామర్థ్యం/విద్య సామర్థ్యం

యానిట్-16

సామర్థ్యాల వారీగా శ్రావణాలు - విగ్రహము అర్థం చేసుకోవడం ప్రతిస్పందించడం -
ధారాళంగా చదవడం అర్థం చేసుకోవడం.

రూపకం - ౭

భాషనం శేషదమ అంతా ఏమిటి ? - గతంలో భాషనం బోధించిన విధానం
వీటి పరిణామాల.

బాషా బోధన భిన్నాంశ ప్రవృత్తి - భిన్నాంశ చరిత్రము వ్యక్తికరించడము.

రూపకం - ౮

నూతన తెలుగు వాచకాల వాటి తాత్పర్య శేషస్వరూపాలు.

పాఠ్య పుస్తకాలలోని ప్రత్యేకత - పాఠ్య పుస్తకాలను ఎలా ఉపయోగించాలి.

బోధన ప్రణాళికలు - బాక్స్ - ౩
భాషాభివృద్ధి కార్యకలాపాలు (సంఘటన) భాషా ఉపాధ్యాయుడు -
పూరి పరమైన అభివృద్ధి.

రూపకం - ౯

భాషా బోధన - శ్రీ దా పద్ధతులు - క్రైస్తవ పద్ధతులు.

కంప్యూటర్ సహాయక బోధన: బోధన - క్రైస్తవ పద్ధతి, నియోచుగాలు పద్ధతి.
(వ్యక్తి అభ్యయన పద్ధతి)

యూనిట్ - 10

గర్భ బోధన - పద్ధతులు (కథాకథనం, నాటకీకరణం, సంభాషణ, ప్రశ్నోత్తరపద్ధతి, చర్చపద్ధతి, విశ్లేషణ, వ్యక్తిగత పద్ధతులు)

పశ్చిమ బోధన పద్ధతులు (పూర్ణ/భాగ/వాతపర్య/తాత్పర్య-.....పద్ధతులు)

వ్యవస్థ బోధన : అనుమానప పత్తి, నిగమోప పద్ధతి, నాటక బోధన

భౌగోళిక పద్ధతులు : భిట్టు పనులు, అశ్వశాస్త్రం, మేథోమధనం ... మొదలగునవి.

బృంద బోధన, భాషా వ్యవహార భాషలు - పాఠ్య బోధనా పద్ధతులు.

యూనిట్ - 11

భాష లోని విభిన్న ప్రక్రియలు/వ్యవహార భాషలు : వివిధ ప్రక్రియలలోని

పాఠాలలోని బోధనా పద్ధతులు (కథ, కథానా, వ్యాసం, భిత్తుకత, కేసులు,

నాటకాలు మొదలగునవి) పైన తెలిసిన వివిధ ప్రక్రియలకు చెందిన పాఠాలు

పరిచయం చేసి వాటిని అర్థమైన వివిధ బోధనా పద్ధతులను వివరించాలి.

మరికొన్ని పద్ధతులు : ప్రదర్శనలు, చర్చలు, సెమినార్, చదివినవీక్షణీయం,

బిగ్ సా పద్ధతి. KWC విభాగం వ్యక్తిగతం మొదలగునవి.

యూనిట్ - 12

భాషా సామర్థ్యాల సాధన - పద్ధతులు:

శ్రవణం/భాషణం/పఠనం/లేఖనం/సృజనాత్మకత: అంటి? ఎందుకు? ఎలా?

జాబ్/పాఠాలు/ప్రశ్నలు/పాఠ్య ప్రస్తావన పరిశీలన/తరగతి గది అన్వయం.

శ్లోక-4

భాషాభ్యుత్థానం - సి.సి. ఇ. నిరంతర సమగ్ర మూల్యారంభం

యోగిక-13
ఉపాధ్యాయుల తయారీ - ప్రణాళికలు - వార్షిక - పాఠ్యపీఠియజ్ఞ.

పరిశీలనాపత్రం
ఉపాధ్యాయుల తయారీ భవన్యత: ప్రణాళికలు వాటి భవన్యత: వార్షిక ప్రణాళిక, పాఠ్య ప్రణాళిక, పీఠియజ్ఞ ప్రణాళిక లోకి సోపానాల వివరణ, సమానా ప్రణాళికలు ప్రాతన పాఠ్యపుస్తకాల లోకి ఎస్.సి.ఇ. భక. టి. వారు నిర్వహించిన సమానాలోచనావివరణ. పాఠ్య బోధనా - పరిశీలనా పత్రం సమానా పై అవగాహన.

యోగిక-14

భాషాభ్యుత్థాన కర్తవ్యాలపాల వనరులు - సాధనాలు
పాఠశాలలో భాషాభ్యుత్థాన కర్తవ్యములు: గ్రంథపత్రిక, తయారీ, పాఠశాల పత్రిక తయారీ, సాంస్కృతిక కర్తవ్యాలపాల, బాలసభ, బాలకవి సమ్మేళనం, బోధనా సామాగ్రి, భాషామేళ భాషా ప్రాజెక్టులు, సహానిర్వహణ మొదలగునవి.
జ్ఞానరచన, వక్తృత్వ పోటీ.
వనరులు: ఉపాధ్యాయుల పుస్తకాలు, పత్రికలు, రిఫరెన్సు పుస్తకాలు.
సంస్థలు: భాషా సంఘాలు, జైట్, ఎస్.సి.ఇ. భక. టి. తెలుగు విశ్వవిద్యాలయం, అధికర భాషా సంఘం, తెలుగు అకాడమీ.

యోగిక-15

భాషాభ్యుత్థానము, - సి.సి.ఇ. నిరంతర సమగ్ర మూల్యారంభం.

- నిరంతర సమగ్ర మూల్యారంభం వాటి భవన్యత భావనలు. అవగాహన, పరిక్షల సంస్కరణలు, - నిర్వహణాత్మక మూల్యారంభము, సాధనాల నిర్వహణ విధానం - సంస్కరణాత్మక మూల్యారంభం.
- ప్రతి పత్రాల తయారీ సూచనలు, తరగతి వారీగా భారతీయ, సమానా ప్రణాళికలు, పాఠశాల పత్రాలు విద్యార్థి సూచనలు.

B.Ed.SE- A5 PEDAGOGY OF TEACHING HINDI

Course Code: B.Ed.SE-A5 E
Contact Hours: 60

Credits: 04
Marks: 100

पाठ्यक्रम के उद्देश्य — प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थियों इस योग्य होंगे कि —

- व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।
- मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
- इकाई नियोजन और पाठ योजना की प्रक्रिया में कुशल होंगे।
- हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।
- हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।
- हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
- भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसन्धान का प्रयोग करेंगे।
- चिन्तन दैनन्दिनी और पोटफोलियो निर्माण की प्रविधि का उपयोग करेंगे।

पाठ्यवस्तु

इकाई १ — भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

- १.१ भाषा का प्रत्यय और उपयोगिता।
- १.२ बोली, विभाषा और मानक भाषा का प्रत्यय।
- १.३ शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।
- १.४ हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
- १.५ विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।
- १.६ मूल-भूत भाषा कौशलों — श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई २ — पाठ्यवस्तु संवर्धन

- २.१ हिन्दी साहित्य का सामान्य परिचय।
- २.२ हिन्दी गद्य साहित्य की परम्परागत विधाएँ — कहानी, नाटक और महाकाव्य।
- २.३ हिन्दी गद्य साहित्य की आधुनिक विधाएँ — उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।
- २.४ हिन्दी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
- २.५ माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई ३ — भाषा अधिगम की प्रकृति और पाठ नियोजन

- ३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

- ३.२ इकाई नियोजन का प्रत्यय, इसका महत्व और निर्माणविधि।
- ३.३ पाठयोजना का परिचय, उपयोग और महत्व।
- ३.४ पाठयोजना के चरण और उनका क्रियान्वयन।
- ३.५ हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।
- ३.६ विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- ३.७ पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई ४ — हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- ४.१ माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
- ४.२ गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- ४.३ माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
- ४.४ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।
- ४.५ माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- ४.६ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य—पुस्तक विधियों का मूल्यांकन।

इकाई ५ — भाषा अधिगम—शिक्षण में सहायक सामग्रियों का प्रयोग

- ५.१ शिक्षण उपकरणों का सन्दर्भ, महत्व और लाभ।
- ५.२ अधिगम—शिक्षण के दृश्य उपकरणों के प्रकार।
- ५.३ दृश्य उपकरणों — श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।
- ५.४ श्रव्य उपकरणों — कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।
- ५.५ मुद्रित श्रव्य उपकरणों —अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
- ५.६ वैद्युदण्विक उपकरणों — टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- ५.७ भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई ६ — भाषा अधिगम के मूल्यांकन की प्रविधि

- ६.१ मूल्यांकन की संकल्पना, उद्देश्य और महत्व।
- ६.२ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- ६.३ लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- ६.४ कक्षागत पाठ्यसहगामी गतिविधियों — गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- ६.५ विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई ७ — चिन्तनशील साधक के रूप में शिक्षक

- ७.१ अनुवर्ती चिन्तन की आवश्यकता और महत्व।
- ७.२ चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

- ७.३ विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।
- ७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।
- ७.५ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य –

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान विवरण।
- हिन्दी शिक्षण की किन्हीं दो अधनूतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

मूल्यांकन योजना –

मूल्यांकन बिन्दु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिति	सत्रान्त परीक्षा
प्रदेय अंक	१०	१०	०५	०५	७०

सन्दर्भ पुस्तकें –

- हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, २०१०.
- हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, २००५.
- हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, २००५.
- हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, २००६.
- हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, २००२.
- हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, २००४.

B.Ed.SEHI-C14 INTERVENTION AND TEACHING STRATEGIES

Course code: B.Ed.SE HI-C 14

Marks: 100

Contact Hours: 60

Credits: 04

Introduction

This course provides a multidimensional perspective to teaching approaches currently being used for children with ASD. It prepares the learners to select a teaching approach and use it with methods and strategies relevant for learning needs of children with ASD.

Objectives

After completing the course the student teachers will be able to

- Describe the developmental methods for intervention of autism at preschool level.
- Apply the behavioural approaches in teaching children with autism.
- Develop academic skills in children using the cognitive approach.
- Explain the methods for developing appropriate social and self-management skills in children with autism.
- Apply various strategies for enhancement of learning in children with autism.

Block- 1 Need & Strategies for Early Intervention of Hearing Loss

Unit-1 Parent-infant programmes for children with HI: Overview, need, requirements and plan of action, Pre-school training programmes: Overview, need, requirements and plan of action.

Unit-2 Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action, Impact of early intervention on school outcomes, Intervention of late identified children with hearing impairment: Challenges & Strategies

Block- 2 Auditory Learning (AVT & Auditory Training) & Speech Reading

Unit-3 Concept of 'Auditory Listening': Unisensory & Multisensory approaches, Auditory training: Importance, types (Individual & Group) and Stages, Auditory Verbal Therapy: Principle, importance and role of teacher, Auditory Training and AVT: Pre-requisites, challenges, similarities & differences, Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 4 Speech Intervention Strategies: Approaches to teaching speech: Auditory Global

Approach; Multi-sensory Syllable, unit approach; Ling's Approach, Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants

Block-3 Communication and Language Teaching Strategies

Unit-5 Orientation to acoustics of speech, Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities, Individual and Group speech teaching: Strengths and challenges.

Unit-6 Methods of teaching language: Natural, Structural and Combined, Principles and Techniques of developing language, Communication options: Compare and contrast, Communication options: justification and challenges, tuning the environment (Home & School) for facilitating language & Communication

Block-4 Educational Intervention Strategies

Unit-7 Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial) Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services

Unit-8 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial), Partnership of various professionals & agencies in educational intervention Child & Family Outcomes of Early Educational Intervention

INTERVENTION AND TEACHING STRATEGIES

Course Code: B.Ed.SE MR-C 14

Credit: 04

Contact Hours: 60

Marks: 100

Block I INTERVENTION

Unit-1 Learning Nature and Scope of Early Intervention

Unit-2 Intervention Techniques

Unit-3 Documentation of Daily Intervention

Block II INDIVIDUALIZED EDUCATIONAL PROGRAM

Unit-4 Need and Importance of

Individualized Educational Program (IEP)

Unit-5 Developing, Implementation and Evaluation of

Individualized Educational Program (IEP)

Unit-6 Individualized Family Service Plan (IFSP)

Block III TEACHING STRATEGIES AND TLM

Unit-7 Principles of Learning

Unit-8 Methods of Teaching

Unit-9 Teaching Strategies for Intellectual Disability

Block IV INTERVENTION FOR MALADAPTIVE BEHAVIOUR

Unit-10 Definition and Types of Maladaptive Behaviours

Unit-11 Behaviour Modification Techniques

Unit-12 Management of Maladaptive Behaviours

Block V THERAPEUTIC INTERVENTION

Unit-13 Introduction to Occupational Therapy, Physiotherapy

Unit-14 Introduction to Speech Therapy, Yoga and Play Therapy

Unit-15 Visual and Performing Arts

- Record Maintenance and Documentation in Early

Childhood Special Education Formats

B.Ed.SEVI-C14 INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14 Credits: 04

Contact Hours: 60 Marks: 100

Block- I Theoretical Perspectives

- Unit- 1 Difference among Methods, Approaches and Strategies, Intervention – Concept, Scope and Importance
- Unit- 2 Intervention for lately blinded students – Role of Special teachers/educators
Mediated teaching-learning – Concept, Need and Procedure, Enriched teaching for Concept development: Converting visual concepts into accessible experiences.
- Unit- 3 Mathematics, Coping with Mathematics phobias, Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment.
- Unit- 4 Preparation and Use of tactile materials, Mental arithmetic abilities – Concept, Importance and Application, Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Block-2 Science

- Unit -5 Providing first-hand experience in the class and the school environment
Inclusive/collaborative learning for laboratory work.
- Unit- 6 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment, Problem solving and Learning by doing approach for Visually Impaired students, Evaluation procedure with particular reference to Practical's and Adaptations in Examination questions

Block-3 Social Science

- Unit -7 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe, Procuring, adapting and use of different types of models, Organizing field Trips.
- Unit- 8 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play
Evaluation of concepts and skills in social science with particular reference to Geography

Block-4 Teaching of Children with Low Vision

- Unit -9 Visual Stimulation: Concept and Procedure, Selection of an appropriate medium of reading and writing.
- Unit -10 Techniques and procedures for developing reading and writing skills, Orientation and Mobility for low vision children, Classroom management – Seating arrangement, adjustable furniture, illumination ,non-reflecting surfaces and colour contrast.

SEMESTER-4

Sl.No	Course Code	Course Name	Marks	Credits
	B.Ed.SE-B10	Optional Papers(A/B/C/D)		
1	B.Ed.SE-B10 A	Guidance and counseling	50	02
2	B.Ed.SE-B10 B	Early Childhood Care & Education	50	02
3	B.Ed.SE-B10 C	Community Based Rehabilitation	50	02
4	B.Ed.SE-B10 D	Braille and Assistive Devices	50	02
5	B.Ed.SE HI /ID(MR)/VI-C15	Technology & Disability	100	04
6	B.Ed.SE HI HI /ID(MR)/VI -C16	Psycho Social and Family Issues	50	02
7	B.Ed.SE - D17	Reading and Reflecting on Text	50	02
8	B.Ed. SE- D18	Drama and Art in Education	50	02
9	B.Ed.SE HI - F1	Main Disability Special School (Related to Area C)	100	04
			400	16

GUIDANCE & COUNSELLING

Course Code: B.Ed.SE-B 10(A)

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

- Apply the skills of guidance and counselling in classroom situations.
- Describe the process of development of self-image and self-esteem.
- Appreciate the types and issues of counselling and guidance in inclusive settings.

Block 1: Introduction to Guidance and Counseling

Unit-1 Guidance and Counseling: Definition and Aims. Areas of Guidance and Counseling.
Core Conditions in Counseling.

Unit-2 Skills and Competencies of a Counselor. Role of Teacher in Guiding and Counseling
Students with Special Needs

Block 2: Enhancing Self Image and Self Esteem

Unit-3 Concept of Self as Human. Understanding of Feelings and Changes

Unit-4 Growth to Autonomy, Personality Development, Role of Teacher in Developing Self-
Esteem in Children

Block 3: Guidance and Counseling in Inclusive Education

Unit-5 Current Status with reference to Indian School, Types of Counseling: Child-Centered,
Supportive, Family

Unit-6 Guidance in Formal and Informal Situations: Within and Outside Classroom,
Vocational Guidance. Group Guidance: Group Leadership Styles and Group Processes
Challenges in Group Guidance

EARLY CHILDHOOD CARE AND EDUCATION

Course Code: B.Ed.SE-B10 B

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

The course is designed to provide the student-teachers with an insight into developmental milestones of typical children. This will enable the learners to understand deviations and strategies to address them in the critical phase of development. It will also help the learners understand the importance of transitions and its requirements.

Objectives

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

- Explain the biological & sociological foundations of early childhood education.
- Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.
- Enumerate the inclusive early education pedagogical practices.

Block 1: The Early Years: An Overview

Unit-1 Facts about Early Childhood Learning & Development. Neural Plasticity Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills

Unit-2 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children Integrating Theories of Development & Learning for Early Childhood Education Curriculum

Block2: Early Education of Children with Disabilities

Unit-3 Young Children at Risk & Child Tracking. Interdisciplinary Assessments & Intervention Plans. Developmental Systems Model for Early Intervention (Ogburn, 2001)

Unit-4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills. Evidenced Based Practices for Early Intervention

Block 3: Inclusive Early Childhood Educational (ECE) Practices

Unit-5 Natural Environments, Service Delivery Models & Importance of Universal

Designs of Learning (UDL) Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

Unit-6 Principles of Inclusive ECE Practices: Full Participation, Open Ended

Activities, Collaborative Planning. Collaborating with Parents, Family Education & Developing Individualized Family Service Plan (IFSP). School Readiness and Trans

COMMUNITY BASED REHABILITATION

Course Code: B.Ed.SE-B10 C

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

- Explain the concept, principles and scope of community based rehabilitation.
- Learn the strategies for promoting public participation in CBR.
- Apply suitable methods for preparing persons with disability for rehabilitation within the community.
- Provide need-based training to persons with disabilities.
- Develop an understanding of the role of government and global agencies in CBR.

Block 1: Introduction to Community Based Rehabilitation (CBR)

Unit-1 Concept and Definition of CBR, Principles of CBR, Difference between CBR and Institutional Living

Unit-2 Socio-cultural and Economic Contexts of CBR, Scope and Inclusion of CBR in Government Policies and Programs

Block 2: Preparing Community for CBR

Unit-3 Awareness Program-Types and Methods, Advocacy - Citizen and Self, Focus Group Discussion

Unit-4 Family Counseling and Family Support Groups, CBR and Corporate Social Responsibility

Block 3: Preparing Persons with Disability for CBR

Unit-5 School Education: Person Centered Planning, and Peer Group Support. Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills

Unit-6 Community Related Vocational Training, Skill Training for Living within Community Community Based Employment and Higher Education

BRAILLE AND ASSISTIVE DEVICES

Course Code: B.Ed.SE-B 10 D

Credit: 02

Contact Hours: 30

Marks: 50

Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for Persons with Visual Impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities.

This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.

It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

Objectives

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

- Acquire basic information about Braille, its relevance and some important functional aspects.
- Get basic information on types and significance of different Braille devices.
- Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.

Block-1 Louis Braille and the Evolution of Braille

Unit-1 Louis Braille and the Evolution of Braille, Continuing Relevance of Braille vis-a-vis

Audio Material, Braille Signs, Contractions and Abbreviations--English Braille,

Unit-2 Braille Signs and Symbols—Hindi/Regional Language, Braille Reading and Writing

Processes.

Block-2 Braille Devices / Equipments

Unit -3 Braille Devices -- Types, Description, Relevance, Slate and Stylus, Braille Writer,

Electronic Devices— Note takers and Refreshable Braille Displays, Braille

Embossers, Braille Translation Software

Unit-4 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types

Block-3 Geography: Maps--Relief, Embossed, Models, Science Material

Unit-5 Geography: Maps--Relief, Embossed, Models, Science Material

Unit-6 Low Vision Aids--Optical, Non-Optical, Vision Training Material, Schemes and

Sources of Availability.

TECHNOLOGY AND DISABILITY

Course code: B.Ed.SEHI-C15

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

Technology plays a vital role in development including teaching learning process. It is especially beneficial to children with hearing impairment to access information through different modalities which otherwise would have been inaccessible to them. Use of technology eases out the process of learning and makes it easier, enjoyable and meaningful. The said course is designed to provide the learners with knowledge of technology so that the same could be used effectively for children with hearing impairment.

Objectives

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

- Enumerate various listening devices and describe ways of effective usage and maintenance.
- Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.
- Narrate the range of technological applications that can be used for facilitating communication and language.
- Explain the present and future technologies facilitating the education of children with hearing impairment.
- Identify different resources (financial & human) to obtain technology.

Block 1: Listening Devices and Classroom Acoustics

- Unit -1 Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures
- Unit -2 Ear moulds: Types, Importance, Care & maintenance. Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management
- Unit -3 Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant:

Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme. Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance.

Block 2: Technology for Management for Speech

- Unit -4 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)
- Unit -5 Use of computer based speech equipment for management of voice in children with hearing impairment. Use of computer based speech equipment for management of supra-segmental features of speech in children with hearing impairment
- Unit -6 Basic infrastructure required for using computer based speech training aids/equipment Tele Speech Therapy

Block 3: Technology Facilitating Language & Communication

- Unit -7 Low cost technology and its application in development of teaching learning material. Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps, Web based technology for using and training of ISL. Sign to text and Text to sign technology
- Unit -8 Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns
- Unit-9 Alternative communication system for children with multiple disabilities

Block 4: Technology Facilitating Education

- Unit -10 Technology and its impact on education: Changing Trends in teaching & learning Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & Self-learning packages, Multimedia)
- Unit -11 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning.
- Unit- 12 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning. Future technologies: Universal Design: Meaning & Scope

Block 5: Resource Mobilization for Technology

- Unit -13 Agencies for Aids & Appliances: Government and non-government. Eligibility criteria for availing funding under Government schemes. Procedure for availing funding from different agents
- Unit -14 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome. Agencies/Strategies to locate required human resources for various services and referrals
- Unit- 15 Technology interventions to overcome disability in Indian context: A critical outlook of the problems and prospects

TECHNOLOGY AND DISABILITY

Course code: B.Ed.SEMR-C15

Credits: 04

Contact Hours: 60

Marks: 100

Block- I EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

Unit-1 Meaning, Nature and Scope of Educational and Instructional Technology

Unit-2 Approaches of Educational Technology 9-21

Unit-3 Differential Instruction and its implication of Information Communication

Block –II DEVELOPMENT OF ICT

Unit-4 Meaning, Nature and Scope of ICT

Unit-5 Development of ICT

Unit-6 Use of ICT in Special and Inclusive Settings

Block III MULTIMEDIA – INSTRUCTIONAL AIDS

Unit-7 Multimedia Nature, Scope and Approaches

Unit-8 Types of Instructional Aids

Unit-9 Recent Trends in Multimedia

Block- IV COMPUTER-DEVELOPED TECHNOLOGY

Unit-10 Enhancing Technology

Unit-11 Computer Assisted Instructions, Cybernetics and E-learning for Children with Disability

Unit-12 Individual and Group Technology Based Instruction in Inclusion

Block V APPLICATION OF TECHNOLOGY

Unit-13 Technology and Assistive Devices in Education

Unit-14 Application of Technology in Instruction

Unit-15 ICT for Inclusion

TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Course Code: B.Ed.SEVI-C15
Contact Hours: 60

Credits: 04
Marks: 100

Block-1 Introducing Educational and Information Communication Technology

Unit-1 Educational Technology-Concept, Importance, and Scope, Difference between Educational Technology and Technology in Education.

Unit -2 Special Significance and Goals of Technology for the Education of children with Visual Impairment,

Unit-3 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired, ICT and the UN Convention on the Rights of Persons with Disabilities.

Block-2 Adaptive Technologies

Unit -4 Concept and Purposes, Basic Considerations--Access, Affordability, and Availability Addressing User's Perspectives in Developing Adaptive Technologies Roles of IIT's and the Scientific Community; Universal/Inclusive Design - Concept, Advantages and Limitations.

Unit -5 Access to Print for the Visually Impaired: Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software. Braille Note takers and Stand- alone Reading Machines.

Block-3 Braille Translation

Unit-6 Software with Particular reference to Indian Languages and Braille, Embossers, On-Line Libraries and Book share, Daisy Books, Recordings, and Smart Phones.

Unit -7 Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths. Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.

Unit -8 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different types, Auditory Maps, Talking compass, and GPS, Low vision devices: Optical, Non-Optical and Projective, Thermoform and Swell Paper technology and Software's for developing tactile Diagrams.

Block-4 Computer-Aided Learning

Unit 9 Social Media, Creation of Blogs, Tele-Conferencing

Unit-10 Distance Learning and ICT, e- Classroom: Concept and Adaptations for Children with Visual Impairment.

PSYCHOSOCIAL AND FAMILY ISSUES

Course code: B.Ed.SEHI-C16

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

Family and environment play a crucial role in development and education of a child and the same is true in case of children with hearing impairment. As a learner in the field of special education one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate easily accessible, age appropriate and fluent language. The course is expected to draw learner's attention to these factors which are likely to impact education of children with hearing impairment and keep family as the core for success.

Objectives

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

- Explain psycho social development of early childhood and role of family.
- To understand the family needs and find self-ready to support families forempowering the child with disability.
- Ensure family involvement in educational programs.

Block 1: Psychosocial Aspects and Disability

Unit -1 Overview of psychosocial development; wellbeing and quality of life. Implications of hearing impairment on domains of psychosocial development

Unit -2 Role of family in psychosocial development of children with hearing impairment Role of peers and community in psychosocial development of children with hearing impairment. Challenges and issues in psychosocial development of children with hearing impairment

Block 2: Family Needs

Unit -3 Identifying Family Needs for information, decision making, skill transfer and referral. Fostering family's acceptance of child's impairment and creating a positive environment. Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy

Unit -4 Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits. Encouraging family participation in self- help groups and family support networking

Block 3: Family Empowerment

Unit -5 Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting. Encouraging family acceptance of listening devices and ensuring its regular use. Supporting family in fostering and developing communication and language

Unit -6 Involving family in fostering and developing play, recreation and values

Unit -7 Encouraging family involvement in educational programme and participation in community based rehabilitation programme

PSYCHO-SOCIAL AND FAMILY ISSUES

Course code: B.Ed.SEMR-C16

Credits: 02

Contact Hours: 30

Marks: 50

Block 1 Family Involvement

Unit 1 Family Concept, Definition and Characteristics and Types of Family

Unit 2 Family Involvement / Parental Counseling

Block 2 Psycho-Social Issues

Unit 3 Psycho-Social Issues

Unit 4 Psycho-Social Issues- Exploitation, delinquency, child labour and child abuse

Unit 5 Rights And Advocacy

Block 3: Adolescent Issues and CBR

Unit-6 Physiological Changes; Implication in Emotional and Social Development Employment, Sexuality, Marriage, Alternative options, Pre- marital counseling

Unit 7 Concept, Definition, Scope & models of CBR

Unit 8 Community Resource mobilization and Organizing services, Role of Family, Special Educator – CBR -Ethical Issues, Challenges and Implications

B.Ed.SEVI-C16 PSYCHO SOCIAL AND FAMILY ISSUES

Course Code: B.Ed.SEVI-C 16
Contact Hours: 30

Credits: 02
Marks: 50

Block-1 Family of a Child with Visual Impairment

Unit-1 Birth of a child with visual impairment: its effect on parents and family dynamics
Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting

Unit -2 Stereotypic attitudes related to visual impairment and attitude modification, Role of family in Early stimulation, Concept development and Early intervention, Role of siblings and extended family.

Block-2 Parental Issues and IEP

Unit -3 Parental Issues and Concerns, Choosing an educational setting,

Unit-4 Gender and disability, Transition to adulthood: sexuality, marriage, and employment,
Parent support groups, Attitude of professionals in involving parents in IEP and IFSP

Block-3 Rehabilitation of Children with Visual Impairment

Unit-5 Concept of facilitation and rehabilitation, Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation, (CPR) Legal provisions, concessions and Advocacy,

Unit-6 Vocational rehabilitation: need and challenges, Issues and challenges in rural settings.

Block-4 Meeting the Challenges of Children with Visual Impairment

Unit-7 Enhancing prosocially behaviour, Stress and coping strategies.

Unit-8 Recreation and leisure time management, Challenges of adventitious visual impairment, Soft skills and social skills training.

READING AND REFLECTING ON TEXTS

Course code: B.Ed.SE D 17

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

Objectives

After completing the course student-teachers will be able to

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

Block I - Reflections on Literacy

Unit -1 Literacy and Current University Graduates: Status and Concerns: Role of Literacy in Education, Career and Social Life

Unit-2 Literacy, Thinking and Self Esteem: Literacy of Second Language/ English: Need and Strategies: Basic Braille Literacy

Block II - Reflections on Reading Comprehension

Unit-3 Practicing Responses to Text: Personal, Creative and Critical : Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

Unit-4 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies: Basic Understanding of Reading Comprehension of

Children with Disabilities

Block III - Skill Development in Responding to Text

Unit-5 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing: Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

Unit-6 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation) : Practicing Web Search, Rapid Reading and Comprehensive Reading

Block IV- Reflecting Upon Writing as a Process and Product

Unit-7 Understanding writing as a Process: Content (Intent, Audience and Organization): Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling): Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

Unit-8 Practicing Self Editing and Peer Editing of Sample Texts: Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Block V- Practicing Independent Writing

Unit-9 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories: Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking: Practicing Converting Written Information into Graphical Representation

Unit-10 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists: Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self Course Work/ Practical/ Field Engagement

DRAMA AND ART IN EDUCATION

Course code: B.Ed.SE -D 18

Credits: 02

Contact Hours:30

Marks: 50

Introduction

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

Objectives

After completing the course student-teachers will be able to

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

Block-I Introduction to art in Education

Unit-1 Art and art in education: Meaning, scope and difference: Artistic expression: Meaning and strategies to facilitate: Art therapy: Concept and application to Students with and without disabilities

Unit-2 Linking Art Education with Multiple Intelligences Understanding emerging Expression of art by students

Block-II Performing Arts: Dance and Music

Unit-3 Range of art activities related to dance and music: Experiencing, responding and appreciating dance and music: Exposure to selective basic skills required for dance and music

Unit-4 Dance and Music: Facilitating interest among students: planning and implementing activities:
Enhancing learning through dance and music for children with and without special needs:
Strategies and Adaptations

Block-III Performing Arts:

Unit-5 Drama Range of art activities in drama experiencing, responding and appreciating drama
Exposure to selective basic skills required for drama:

Unit:-6 Drama: Facilitating interest among students: planning and implementing activities: Enhancing
learning through drama for children with and without special needs: strategies and adaptations

Block-IV Visual Arts

Unit-7 Range of art activities in visual arts Experiencing, responding and appreciating visual art, Exposure
to selective basic skills in visual art

Unit -8 Art education: Facilitating interest among students: planning and implementing Activities,
enhancing learning through visual art for children with and without special needs: strategies and
adaptations

Block-V Media and Electronic Arts

Unit -9 Range of art activities in media and electronic art forms: Experiencing, responding and appreciating
media and electronic arts: Exposure to selective basic skills in media and electronic arts

Unit-10 Media and electronic arts: Facilitating interest among students: planning and implementing
activities: Enhancing learning through media and electronic art for children with and without
special needs: strategies and adaptations

SEMESTER-5

Sl.No	Course Code	Course Name	Marks	Credits
1	B.Ed.SE-B11	Skill base optional Courses (Cross Disability & Inclusion)- ANY ONE		
2	B.Ed SE-B11A	Orientation And Mobility for children with Visual Impairment	50	02
3	B.Ed SE-B11B	Communication Options: Manual (Indian Sign Language	50	02
4	B.Ed.SE-B11C	Vocational Training&Transition to Job Placement	50	02
5	B.Ed.SE-D19	Basic Research and Basic Statistics	50	02
6	B.Ed SEHI – E1	Cross Disability and Inclusion	100	04
7	B.Ed SE-F2	Other Disability Practical (Special School)	100	04
8	B.Ed SE-F3	Inclusive School Practical	100	04
		Total	400	16
		Grand Total of Semester 1-5	2000	98

ORIENTATION AND MOBILITY

Course Code: B.Ed.SE- B 11A

Credit: 02

Contact Hours: 30

Marks: 50

Introduction

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility.

So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

Objectives

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

- Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.
- Acquire basic knowledge of human guide techniques.
- Describe pre-cane and cane travel skills and devices.
- Get acquainted with the importance and skills of training in independent living for the visually impaired.

Block- 1 Introduction to Orientation and Mobility

Unit- 1 Orientation and Mobility -- Definition, Importance and Scope, Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow

Unit-2 Special Responsibilities of Special Teacher/Educator with reference to O&M Training, Blindfold -
- Rationale and Uses for the Teacher, Roles of Other Senses in O&M Training.

Block- 2 Human/ Sighted Guide Technique

Unit-3 Grip, Stance, Hand Position, Speed Control, Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit -4 Pre-Cane Skills, Upper and Lower Body protection, Room Familiarization, Using Oral Description for Orientation, Search Patterns and Building Map Reading Skills

Block-3 Cane Travel Techniques and Devices

Unit-5 Canes -- Types, Parts, Six Considerations, Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal, Cane Technique and Use of Public Transport

Unit- 6 Asking for Help: When and How and Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Block-4 Training In Independent Living Skills

Unit-7 Self Care, Gait and Posture, Personal Grooming and Eating Skills and Etiquette

Unit-8 Identification of Coins and Currency Notes and Basics of Signature Writing

COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Course Code: B.Ed.SE- B11 B

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgmental discussions in the direction of ‘either – or’ options to be the ‘best’, this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider career choices for the student teachers.

Objectives

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

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

Block-1 Understanding Deafness in Real Life Context

Unit-1 Basic Awareness of Paradigms of D/Deafness (Medical and Social), Basic Awareness of Deafness and Communicative Challenges / Concerns and Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion

Unit -2 Basic Awareness of Difference between ISL and ISS; Myths and Facts, Importance of Neural Plasticity and Early Language Opportunities

Block- 2 Advance Understanding of Manual Options and Indian Scenario

Unit-3 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario Challenges, Prerequisites and Fulfilling Prerequisites

Unit -4 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode, Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies and Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

Block -3 ISL Skill Developments

Unit -5 Middle Order Receptive and Expressive Skills, Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age, Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact.

Unit -6 Practicing Natural Signing in Short Common Conversations, Practicing Natural Signing in Stories/Poems/Narrations/Jokes, Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs and Practicing Group Dynamics

Block - 4 ISL Skill Developments: Towards Higher Order Receptive and Expressive Skills

Unit -7 Learning to Express Gender, Number, Person, Tense, Aspect, Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization

Unit - 8 Practicing Sentence Types: Simple, Complex, Compound, Observing Using ISL in Classrooms – Social Science and Observing Using ISL in Classrooms – Science / Mathematics

Block- 5 ISS/ ISL Skill Development and Course Conclusions

Unit -9 Practicing Markers (Local Language), Practicing Syntax in Conversations and Discussions, Observing Using ISS/ISL in Classrooms for School Subjects

Unit-10 Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising), Reflections on the Course: From Theory to Practice to Initiating Change

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B.Ed.SE- B11 C

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

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

Block 1: Fundamentals & Assessment of Vocational Rehabilitation

- Unit 1 Definition, meaning and scope of Vocational Education, Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
- Unit -2 Approaches and models of Vocational training, Assessment, Evaluation of Generic skills & Specific job skills using various tools, Approaches & Principles of vocational assessment

Block 2: Vocational Transition & Curriculum Planning

- Unit-3 Concept, meaning, importance of transition, Vocational transition models, Transitional Planning at pre-vocational & post-vocational level
- Unit - 4 Development of Individualized Vocational Transitional Plan
Development of Vocational Curriculum

Block 3: Process of Vocational Rehabilitation & Placement

- Unit-5 Types of Employment Settings, Process of Job Placement & Creation of Need-based Employment Settings
- Unit -6 Adaptations, Accommodation, Safety Skills and First Aid, Self Advocacy & Self Determination Skill Training, Equal opportunities and attitudes towards persons with Disabilities

BASIC RESEARCH AND STATISTICS

Course code: B.E.SE-D 19

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

After completing the course 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.

Block- 1 Introduction to Research

Unit-1 Scientific Method, Research

- 1.1 Concept and Definition and Application of Scientific
- 1.2 Methods in Research

Unit-2 Purpose of Research

- 2.1 Research in Education
- 2.2 Special Education

Block- 2 Types and Process of Research

Unit-3 Types of Research

- 3.1 - Basic/Fundamental, Applied and Action
- 3.2 Process of Research, Selection of Problem, Formulation of Hypothesis, Collection of Data and Analysis of Data & Conclusion

Unit-4 Tools of Research

- 4.1 Tests, Questionnaire, Checklist and Rating Scale
- 4.2 Action Research in Teaching Learning Environment and Professional Competencies for Research

Block- 3 Measurement and Analysis of Data

Unit -5 Scale for measurement: Nominal, Ordinal, Interval and Ratio

- 5.1 Organization of data: Array, Grouped distribution
- 5.2 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation

Unit-6 Correlation

- 6.1 Product Moment and Rank Order Correlation
- 6.2 Graphic representation of data

CROSS DISABILITY & INCLUSION IN INTELLECTUAL DISABILITY (MR)
PRACTICAL MANUAL
(1,2,3,4 & 5th SEMESTERS)

BLACK - I SEMISTER – I

- UNIT-1 Introduction of Cross Disability and Inclusion
- UNIT-2 Classroom Observation, Assessment
- UNIT-3 Individualized Education Programme

BLACK - II SEMISTER – II

- UNIT-4 Lesson Planning & Teaching
- UNIT-5 Micro Teaching

BLACK – III SEMESTER III

- UNIT-6 Unit Planning and Lesson Planning

BLACK - IV SEMISTER. IV

- F.1 Main Disability, Special School
- UNIT -7 Introduction to Functional Life Skills
- UNIT -8 Students work

BLACK - V SEMISTER –V

- E1.Croiss Disability, Inclusion & Internship In Other Disabilities
- UNIT-9 E.1.Cross Disability Inclusion
- UNIT-10 F2. School Internship of special Schools of other Disabilities
- UNIT-11 F3 School Internship of any Disability in Inclusive School