Structure of B.Ed. Special Education (VI) Programme
Durgabhai Deshmukh College (University of Delhi)

S. No.	Curricular Component	Course	Credit per Semester S-1	S-2	S-3	S-4	Total Credits per course
1	Core Course	A1 - Human Growth and development	4				4
2		A2 - Contemporary India and Education	4				4
3		A3 - Learning, Teaching and Assessment		4			4
4	Pedagogy Courses	A4 - Stream Based Pedagogy (any one from Part –I to Part- IV PART I : Language PART II: Social Science PART III: Mathematics PART IV: Science		4			4
5		A5 - Pedagogy of School Subjects any one from Part-I to Part V PART I: Hindi / Regional Language (Special Reference to Disability) PART II: English (Special Reference to Disability) PART III : Social Science (Special Reference to Disability) PART IV: Mathematics (Special Reference to Disability) PART V: Science (Special Reference to Disability)		4			4
6	Cross Disability and Inclusion	B6 - Inclusive Education		2			2
7		B7 - Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2				2
8		B8 - Neuro Developmental Disabilities (LD,MR/ID, ASD)	2				2
9		B9 - Introduction to Locomotor & Multiple Disabilities (CP, MD)	2				2
10	Skill based Optional Course (Cross Disability and	B10 - Skill Based Optional Course (Cross disability and Inclusion) any one A - Guidance and Counselling B - Early Childhood Care & Education C - Applied Behavioural Analysis				2	2

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Sr.	Category	Course	I	II	III	IV	Total
	(Inclusion) Any One	D - Community Based Rehabilitation E - Application of ICT in Classroom F - Gender and Disability G - Braille and Assistive Devices					
11	Skill based Optional Course (Cross Disability and Inclusion) Any One	B11 - Skill Based Optional Course (Disability specialization) any one A - Orientation & Mobility B - Communication Options: Oralism C - Communication Options: Manual (Indian Sign Language) D - Augmentative and Alternative Communication E - Management of Learning Disability F - Vocational Rehabilitation & Transition to Job Placement			2		2
12	Disability Specialization Course	C12 - Identificatio of children with visual impairment and assessment of needs		4			4
13		C13 - Curriculum Designing, Adaptation and Evaluation			4		4
14		C14 - Intervention and Teaching Strategies		4			4
15		C15 - Technology and education of the learner with visual impairment			4		4
16		C16 - Psycho- Social and Family Issues		2			2
17	Enhancement of Professional Capacities (EPC)	D17 - Reading and Reflecting on text			2		2
18		D18 - Drama and Art in Education		2			2
19		D19 - Basic Research and Basic Statistics			2		2
20	Practical	E1 - Practical Cross Disability & Inclusion		6			6
21		E2 - Practical Disability specialization	6				6
22	School Experience Programme	F1 - Main Disability in Special School (Related to area C)		4			4
23		F2 - Other Disability Special School			4		4
24		F3 - Inclusive School				4	4
	Total Credit		20	20	20	20	80

Curricular Structure of B.Ed. Special Education (VI) Programme

Durgabhai Deshmukh College (University of Delhi)

S. No.	Curricular Component	Course	Credit per Semester S-1	S-2	S-3	S-4	Total Credits per course
1	Core Course	A1 - Human Growth and development	4				4
2		A2 - Contemporary India and Education	4				4
3		A3 - Learning, Teaching and Assessment		4			4
4	Pedagogy Courses	A4 - Stream Based Pedagogy (any one from Part –I to Part- IV PART I : Language PART II: Social Science PART III: Mathematics PART IV: Science		4			4
5		A5 - Pedagogy of School Subjects any one from Part-1 to Part V PART I: Hindi / Regional Language (Special Reference to Disability) PART II: English (Special Reference to Disability) PART III : Social Science (Special Reference to Disability) PART IV: Mathematics (Special Reference to Disability) PART V: Science (Special Reference to Disability)		4			4
6	Cross Disability and Inclusion	B6 - Inclusive Education		2			2
7		B7 - Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2				2
8		B8 - Neuro Developmental Disabilities (LD,MR/ID, ASD)	2				2
9		B9 - Introduction to Locomotor & Multiple Disabilities (CP, MD)	2				2
10	Skill based Optional Course (Cross Disability and	B10 - Skill Based Optional Course (Cross disability and Inclusion) any one A - Guidance and Counselling B - Early Childhood Care & Education C - Applied Behavioural Analysis				2	2

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#	Course Type	Course Name					
	Inclusion) Any One	D - Community Based Rehabilitation E - Application of ICT in Classroom F - Gender and Disability G - Braille and Assistive Devices					
11	Skill based Optional Course (Cross Disability and Inclusion) Any One	B11 - Skill Based Optional Course (Disability specialization) any one A - Orientation & Mobility B - Communication Options: Oralism C - Communication Options: Manual (Indian Sign Language) D - Augmentative and Alternative Communication E - Management of Learning Disability F - Vocational Rehabilitation & Transition to Job Placement				2	2
12	Disability Specialization Course	C12 - Identificatio of children with visual impairment and assessment of needs			4		4
13		C13 - Curriculum Designing, Adaptation and Evaluation				4	4
14		C14 - Intervention and Teaching Strategies			4		4
15		C15 - Technology and education of the learner with visual impairment				4	4
16		C16 - Psycho- Social and Family Issues			2		2
17	Enhancement of Professional Capacities (EPC)	D17 - Reading and Reflecting on text				2	2
18		D18 - Drama and Art in Education			2		2
19		D19 - Basic Research and Basic Statistics				2	2
20	Practical	E1 - Practical Cross Disability & Inclusion		6			6
21		E2 - Practical Disability specialization	6				6
22	School Experience Programme	F1 - Main Disability in Special School (Related to area C)			4		4
23		F2 - Other Disability Special School				4	4
24		F3 - Inclusive School			4		4
	Total Credit		20	20	20	20	80

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Semester First

Semester	Paper	Subject
1st	A-1	Human Growth and Development
1st	A-2	Contemporary India and Education
1st	B-7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
1st	B-8	Introduction to Neuro Developmental Disabilities(LD, MR/ID, ASD)
1st	B-9	Introduction to Locomotor and Multiple Disabilities (CP, MD)
1st	E2	Disability Specialization

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B.Ed. Special Education- Intellectual Disability/Visual Impairment

HUMAN GROWTH & DEVELOPMENT

Semester - I   Course Code: A-1   Credit: 04

Total Marks: 100 (External 70; Internal 30)

Contact Weeks: 15

Introduction of the course

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 the teaching learning process. Through close observation of children in their natural environments the student teachers 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.

Learning Outcome:

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 one of challenge and potential.
- analyze different factors influencing the development of children.

Unit 1: Understanding Human Development   (12 hours)
   1.1 Concepts of growth, development and maturation.
   1.2 Domains of development and milestones- Phsychomotor, Cognitive, Socio-emotional, moral and Language.
   1.3 Main characteristics & features of development across stages- Prenatal development, Infancy, Childhood, Adolescence, Adulthood
   1.4 Debates in Human Development: Nature vs Nurture, universalism vs. contextualism

Unit 2: Theoretical Approaches to Development   (12 hours)

   2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bandura)
   2.2 Psychosocial Theory (Erikson)
   2.3 Morality : (Kohlberg & Gilligan))
   2.4 Ecological Theory (Bronfrenbrenner)

Unit 3: Understanding Infancy & Childhood   (12 hours)

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3.1 Prenatal development: stages and influences on prenatal development

3.2 Birth and Neonatal development: Screening the newborn – APGAR Score, reflexes and responses.

3.3Developmental tasks in Infancy and childhood and variations in development

3.4 Contextualizing development in childhood in contemporary environment factors: globalization, media influences, technology.

Unit 4: Puberty and Adolescence   (9 hours)

4.1 Emerging capabilities across domains: physical, cognitive, social emotional, moral
4.2 Emerging capabilities across domains related to cognition - metacognition and creativity
4.3 Issues challenges & debates related to puberty & adolescence
4.4 Impact of globalization, engagement with media, technology & social networking on development of adolescene

Unit 5: Transitions into Adulthood   (9 hours)

5.1 Developmental tasks and facilitators in transition
5.2 Formation of identity and self-concept
5.3 Life Skills and independent living
5.4 Career Choices

Engagement with the field as part of course as indicated below (6 hours)

Hands on Experience

- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

Suggested Readings

Berk, L. E. (2000). *Human Development.* Tata Mc.Graw Hill Company, New York.
Brisbane, E. H. (2004). *The developing child.* Mc.Graw Hill, USA.

Cobb, N. J. (2001). *The child infants, children and adolescents.* Mayfield Publishing Company, California.

Hurlock, E. B. (2005). *Child growth and development.* Tata Mc.Graw Hill Publishing Company, New York.

Hurlock, E. B. (2006). *Developmental Psychology- A life span approach.*
TataMc.Graw Hill Publishing Company, New Delhi.
Malaviya,R. (2007). Creating a Learning School Environment: Child Development and Pedagogical Issues, Academic Excellence, New Delhi
Malaviya, R., Sharma,A. & Gupta,G. (2014). Influence of diverse learning styles on the

patterns of the processes of remembering and classroom dynamics. International Journal of Humanities and Social Science. Vol.1.No.1.

Malaviya,R. (2006). Concept of Discipline in MERI: Journal of Education, Vol I, No:II, Oct

Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development.* New York: Routledge.

Mittal. S. (2006). *Child development- Experimental Psychology.* Isha Books, Delhi.

Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.

Papalia, D. E., & Olds, S. W. (2005). *Human development.* Tata Mc.Graw Hill Publishing Company, New York.

Santrock. J. W. (2006). *Child Development.,* Tata Mc.Graw Hill Publishing Company, New York.

Santrock. J. W. (2007). *Adolescence.* ,Tata Mc.Graw Hill Publishing Company, New Delhi.

Keywords: Identity, Self Concept, Meta-cognition,Nurture,Contextualism

Bachelor of Education (Special Education) – Intellectual Disability/ Visual Impairment

A-2 CONTEMPORARY INDIA AND EDUCATION

Semester - I

Credits: 04

Marks: 100 (External: 70, Internal: 30)

Contact Hours: 15 Weeks

Introduction

This course will enable student-teachers to explore education from a philosophical and sociological perspective and also provide hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical and contemporary context. The course also builds various commissions, policies 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

- Understand basic concepts & issues in educational theory.
- Analyse the development of the educational system in its historical & contemporary contexts.
- Understand the concept of diversity
- Develop perspective on the understanding of the trends, issues, and challenges in the field of education and special education in the global context.

Unit 1: Philosophical and Sociological Foundations of Education   (15 hours)

1.1 Basic concepts in philosophy of education: Teaching, Training, Learning, Enquiry and Education in the context of child's nature, growth and development

1.2 Philosophies of Education: idealism, naturalism, pragmatism, existentialism and humanism

1.3 Indian Philosophers (Aurobindo, Gandhi, Tagore and Krishna Murthy) with special reference to the main ideas of these thinkers concerning aims of education and pedagogic practices.

1.4 Agencies of Education: School, family, community and media

1.5 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

Unit 2: Understanding Diversity   (12 hours)

2.1 Concept of Diversity and Diversity in Global Prospective

2.2 Types of Diversity: Gender, linguistic, caste, region, socio-economic and disability

2.3 Diversity in learning and play

2.4 Addressing diverse learning needs

Unit 3: Contemporary Issues and Concerns   (12 hours)

3.1 Universalisation of School Education, Right to Education and Universal Access

3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning

3.3 Equal Educational Opportunity: Meaning of equality and constitutional provisions

3.4 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

Unit 4: Education Commissions and Policy (School Education)   (12 hours)

4.1 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), NEP 2020

4.2 National Acts: RCI Act, 1992, NT Act, 1999, RTE Act (2009 & 2012), RPwD Act 2016

4.3 Programmes and schemes of education for children with special needs.

4.4 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, INCHEON strategies, SDGs.

4.5 Development of the educational system through interaction of various policy imperatives in the historical and contemporary contexts.

Unit 5: Issues and Trends in Education   (9 hours)

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarity of inclusive and special schools

5.4 Community participation and community based education

Some Suggested Activities on contemporary issues

- Comparative study of different settings
- Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
- Educational debates and movements
- First generation learners
- Children with disabilities
- Inclusive education
- RTE act in the context of disadvantaged.
- Linguistic and religious diversity
- Human rights, minority rights
- Educational status of various groups

- Special and inclusive schools
- Analysis of contemporary debates

Essential Readings

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

Suggested Readings

- Organizing discussions, presentations and projects on some of the following:
- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993).The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.
  - Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
  - Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi

- Dhankar, Rohit (2006). Shiksha Aur Samajh Haryana: Aadhar Prakashan
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Elmhirst, L.K. (1994). Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
- http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
- http ://www.mkgandhi. org/speeches/speechMain.htm
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
  - Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
  - Jangira, N.K. (2012). NCERT Mmother of Inclusive Eeducation Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
  - Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
  - Kumar, Krishna. (1977). Raj Samaj aur Shiksha. Delhi: Rajkamal
  - Kumar, Krishna. (1998). Shiksha Gyan Aur Varchasv. Delhi: Granthshilpi
  - Kumar, Krishna. (2002). Shiksha Aur Gyan. Delhi: Granthshilpi
  - Kumar, Krishna. (2004). What is Worth Teaching? Delhi: Orient Longman
  - Krishnamuri, Jiddu.(1992) Education and the Significance of Life. India: Krishnamurti Foundation India
  - Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
  - Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
  - Steven, B. (1998). School and Society, New Delhi: Sage Publications.
  - Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
  - Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
  - Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
  - Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

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Bachelor of Education (Special Education) – Visual impairment/ Intellectual Disability

B 7 - INTRODUCTION TO SENSORY DISABILITIES

Semester - I

Credits: 02

Marks: 50 (External: 35, Internal: 15)
Contact Hours: 15 Weeks

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.

Unit 1: Hearing Impairment: Nature & Classification   (3 weeks)

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

Unit 2: Impact of Hearing Loss   (3 weeks)

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
2.2 Language & communication issues attributable to hearing loss and need for early

Intervention

2.3 Communication options, preferences & facilitators of individuals with hearing loss

2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss

2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

Unit 3: Visual Impairment— Nature and Assessment (3 weeks)

3.1 Process of Seeing and Common Eye Disorders in India

3.2 Blindness and Low Vision—Definition and Classification

3.3 Importance of Early Identification and Intervention

3.4 Functional Assessment Procedures

Unit 4: Educational Implications of Visual Impairment (3 weeks)

4.1. Effects of Blindness—Primary and Secondary

4.2. Selective Educational Placement

4.3. Teaching Principles for Visually Impaired

4.4. Expanded Core Curriculum— Concept and Areas

4.5. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness   (3 weeks)

5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness

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

5.3 Screening, assessment, identification & interventional strategies of deaf-blindness

5.4 Fostering early communication development: Methods, assistive devices and practices including AAC

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

Course Work/ Practical/ Field Engagement

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

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- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015   from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei= LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d. dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants - Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.

Keywords: Deaf,Hearing Loss,Blindness, Sensory Mechanism

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Bachelor of Special Education-Intellectual Disability/Visual Impairment

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES
Semester -I

Course Code: B 8

Credits: 02

Marks: 50   (External-35, Internal-15)

Contact week- 15

Introduction of the Course

The course integrates relevant subject matter in the areas of Learning Disability, Intellectual Disability and Autism Spectrum Disorder. This course will prepare pre service teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

Learning Outcomes

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

• Discuss the characteristics and types of specific 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 to enhance learning and independent living.
• Explain the characteristics and types of Autism Spectrum Disorder.
• Describe the tools, areas of assessment and apply intervention strategies.

Unit 1: Specific Learning Disability: Nature, Needs and Intervention

1.1 Definition, Types and Characteristics

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1.2 Tools and Areas of Assessment

1.3 Differentiation between screening, assessment, diagnosis, remediation processes

1.4 Strategies for Reading, Writing and Mathematics

1.5 Individualised Education Programme (IEP), Inclusive Lesson Plan and Accommodations

1.6 Transition Education, Life Long Education

1.7 Collaboration and Support Services for supporting learners with SLD

Unit 2: Intellectual Disability: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics

2.2 Tools and Areas of Assessment- BASIC MR, BASAL MR, MDPS, FACP

2.3 Strategies for Functional Academics and Social Skills

2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education

2.5 Differentiation between adaptation, accommodation and modification.

2.6 Vocational Training and Independent Living

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

3.1 Definition, Types and Characteristics

3.2 Tools and Areas of Assessment

3.3 Educational Strategies and Interventions including communication and social skills

3.4 Towards mainstream inclusive education: processes and strategies

3.5 Legal and Ethical Considerations

3.6 Vocational Training and Career Opportunities

Course Work/ Practical/ Field Engagement

- Develop a screening tool for a child with specific learning disability in a given area
- Prepare a transition plan from school to college for a Child with SLD
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ ASD
- Plan an educational program on the basis of an assessment report of a child with ID/ Autism

Essential Readings

- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.

- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.

- Ghai, A, (2015). Rethinking Disability in India, Routledge. South Asia Edition

- Chennat,S & Behari, A (2019). Disability Inclusion and Teacher Education. Shipra

Publication, New Delhi

- Nakra,O. (1996). Children and Learning Difficulties. Allied Publishers Limited. New Delhi

Suggested Readings:

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.

- Krishnaveni & Malaviya. (2009). Abilities in Autistic Children and their Relevance in Special Education. in Technical Series No3 Lady Irwin College, Social Ecology of Disability: New Delhi, Academic Excellence (ISBN13: 9788189901981)

- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.

- Malaviya,R. (2014) Specific Learning Disabilities: An Educator's Perspective. in Sagar,R.(ed) Specific Learning Disabilities: Indian Scenario. AIIMS publication

- Malaviya,R. Strategies for Inclusion of Specific Learning Disabled Child in the Regular School. In Sapra,R. Child development: Issues and Concerns for the Well Being of the Child. New Delhi, Vishabharti Publications 2006 (ISBN: 81-890000-91-8)
- Malaviya,R. etc. (2022). Specific Learning Disabilities (SLD): Towards Equity and Inclusion. AIWEFA publication.

- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.

- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.

- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.

- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.

- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.

- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.

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- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.

- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

Examination Scheme and Mode:

Total Marks: 50

Internal Assessment: 15 marks

End semester University Examination: 35 marks

The internal assessment of the course may include class participation, assignments, class tests, projects, field work, presentations, or any other as decided by the faculty

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Bachelor of Special Education (ID/VI)

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9   **Credits: 02**

Contact week- 15   **Marks: 50 (External-35, Internal-15)**

Introduction of the Course

The course aims to develop understanding about planning effective educational programme and functional activities for learners with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainees to identify the children with locomotor and multiple disabilities and also plan an effective programme of education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic programme and also refer for medical intervention, if necessary.

Learning Outcomes

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

•   Identify the learners with Locomotor disabilities due to different conditions 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 learners with Locomotor disabilities and Multiple disabilities.
•   Plan an effective therapeutic and programme for the learners with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
•   Plan an effective   educational programme and functional activities for the learners with Locomotor disabilities and Multiple disabilities.

Unit 1: Cerebral Palsy (CP)   (5 weeks)

1.1.CP: Nature, Types and Its Associated Conditions
1.2.Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
1.3.Provision of Therapeutic Intervention and Referral of Children with CP
1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
1.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 2: Amputees, Polio, Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy (5 weeks)

2.1. Definition and characteristics

2.2. Assessment of Functional Difficulties

2.3. Provision of Therapeutic Intervention and Referral

2.4.Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

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

Unit 3: Multiple Disabilities and Other Disabling Conditions (5 weeks)

3.1 Multiple Disabilities: Meaning and Classifications

3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis

3.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

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

Course Work/ Practical/ Field Engagement (any one of the following)

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

- Prepare an awareness material highlighting the causes, prevention and accessibility measures for children with locomotor disabilities.

Essential Readings

- Hinchcliffe, Archie. Children with cerebral palsy: a manual for therapists, parents and community workers, India, Sage publications,2007

- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.

- Sarva Siksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disabled.

Keywords: Spina Bifida,Muscular Dystrophy,IEP,Prosthetics

First year (Semester 1)

Marks 150
Hours: 180

E2: Disability Specialization

Credit 06

S. No.	Task for the students-teachers	Disability focus	Educational Settings	Specific Activities	Hrs.	Marks	Procedure for Assessment
1	1.1 Classroom Observation	V.I.	Special School for the V.I.	Learners will observe students in different educational setting, Curriculum Transaction and Classroom interaction, in curricular areas. Observation for school subjects at different levels	30	25	Submission of Report
2	Learning of Hindi Braille (Reading & Writing)	V.I. & Deaf blind	College	Introduction to Bhartiya/Hindi/ regional	60	50	Class Assignment & written test
3	Learning the use of Assistive Device	V.I.	College	• Taylor frame; Basic operation, using arithmetic and algebraic types • Abacus • Geometry Kit	60	50	Test of practical skill
4	Teaching lesson on Orientation & Mobility, ADL	V.I. & V.I. MD	Special School	• Individualized teaching lesson on Orientation & Mobility and activity of daily living	30	25	Lesson Plan and Report

Semester Second		
2nd	A-3	Learning, Teaching and Assessment
2nd	A-4 Part I Part II Part IV	Stream Based Pedagogy Language Social Science Science
2nd	A-5 Part I Part II Part III Part V	Pedagogy of Teaching Hindi English Social Science Science
2nd	B-6	Inclusive Education
2nd	E1	Cross Disability & Inclusion

B.Ed. Special Education (V.I./ I.D.)

Title of the Course: Learning, Teaching and Assessment (A-3)
(Semester: I)

Credits: 4
MM: 100 (External: 70   Internal: 30)
Contact Week 15

Introduction of the Course

This Course will initiate student-teachers to understand learning theories and as their applications in teaching & learning. Assessment of learning as a continuous process is also focused upon. The course also focuses on the Persons with Disabilities as learners and their special educational needs that teachers need to address in diverse educational settings.

Learning Outcomes
After completion of the course student will be able to:

• Comprehend the theories of learning and intelligence and their applications for teaching children
• Understanding the learning process, nature and theory of motivation
• Describe the stages of teaching and learning and the role of the 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.

Unit I: Human Learning and Intelligence   (12 hours)

1.1 Human learning: Meaning, definition and concept formation
1.2 Learning theories:
- Behaviourism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructism: Vygotsky, Bandura
     1.3 Intelligence:
- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg), emotional intelligence(Goleman) multiple intelligence (Gardener)
1.4 Creativity: Concept, Definition and Characteristics
1.5 Implications for Classroom Teaching and Learning

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Unit 2: Learning Process and Motivation (12 hours)

2.1 Sensation: Definition and Sensory Process
2.2 Attention: Definition and Affecting Factors
2.3 Perception: Definition and Types
2.4 Memory, Thinking, and Problem Solving
2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process (12 hours)

3.1 Maxims of Teaching
3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
3.3 Stages of Learning: Acquisition, Maintenance, Generalization
3.4 Learning Environment: Psychological and Physical
3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System (12 hours)

4.1 Assessment: Conventional meaning and constructivist perspective
4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
4.3 Understanding the concepts of assessment, evaluation, measurement, test and examination
4.4 Formative and summative evaluation, norm referenced and criterion referenced evaluation
4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Unit 5: Assessment: Strategies and Practices (12 hours)

5.1 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
5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
   5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
   5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2023) and RTE (2009)

Practicum/ field engagement/Suggested Projects / Assignments (Any Two)

- Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
- Preparation of Self study report on individual differences among learners
- Prepare a leaflet for parents on better emotional management of children
- Compilation of 5 CBM tools from web search in any one school subject
- Team presentation of case study on assessment outcome used for pedagogic decisions
- Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

Essential Readings

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
  - King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
  - Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
  - Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
  - Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
  - Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 1 1thedn, Pearson Publication, New Delhi.

Additional Readings

- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA: Corwin King.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Scarborough, Ontario, Canada, Wadsworth.

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- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
- Salvia, J., & Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged. This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities.

Keywords: Assessment,Rubrics,Evaluation,Constructivist,Maxims

B.Ed. Special Education (V.I./ I.D.)

Title of the Course: Stream based Pedagogy (A-4, Part -1)
Pedagogy I- Language
(Semester: II)

Credits: 4
MM: 100 (External: 70   Internal: 30)
Contact Week: 15

Introduction of the course:

This course explores the evolutionary framework of Language It develops competencies in teachers to understand the importance and pedagogical practices in language. It addresses the knowledge and understanding of the methodologies, approaches to teach and evaluations in language at secondary level for students with disabilities. The course also focuses on various skills professional development and competencies that teachers need to develop and enrich.

Learning Outcomes of the Course:

Prospective teachers will be able to address the following questions:

1. What is the nature and philosophy of Language.
2. What is his/her reflective understanding of contemporary society and the relevance in teaching of Languages in schools?
3. What is the status of learning Language at secondary school level?
4. What are the issues and challenges in articulating the nature of any language curriculum and its pedagogical practices?
5. How does one evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers.

Unit I: General Introduction on Language: (12 hours)

What is Language? Various components of language; Functions of language;
How different are different languages? Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical; Characterizing mother tongue, first language, and second language, bilingualism and multilingualism.

Unit 2: Language Policies and Politics   (12 hours)

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Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; The recommendations of NCF-2023 on language education

Unit 3: Language Acquisition   (12 hours)

Language learning in early childhood; Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher; Second language acquisition, Critical analysis of exercises, Classroom practices in India

Unit 4: Language Processes and the Classroom Context   (12 hours)

Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence. Language Learner's profile. Creating secure classroom environment for language use; Space for "risk taking"; Reading: Engaging with books of different types; Comprehension of stories and non-fiction (content area texts) ;Response to literature: Aesthetic and emotive aspect of reading; Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 5: Challenges in Language Learning   (12 hours)

Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners ;Understanding language "disability" and the language teacher's role in dealing with it.

Essential Readings

- Agnihotri, R. K. (1996). Kaun Bhasha Kaun Boli. Sandarbh 13, 37-43
- Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
- Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli,l aur samaj. Deshkal Publications.
- Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:. Heineman.
- Kunwar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial. Language and language teaching. Vol 4, No. 1, Issue 7.
- Rai, M. (2015). Writing in Indian schools: the product priority. Language and language learning. Vol 4, No 1, Issue 7, 32-36
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and Language Teaching, 1:1. 22- 26.
- Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education

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Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged. This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities.

Keywords: Acquisition, Aesthetic,Dialect method,Assessment,Language disability

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Bachelor of Education (Special Education) – Intellectual Disability / Visual Impairment

A-4 Stream Based Pedagogy
Pedagogy I- Foundation in Social Science Pedagogy

Course Code: A-4 (Part-II)

Semester – II

Credits: 04

Marks: 100 (External: 70, Internal: 30)

Contact Hours: 15 Weeks

Introduction of the course:

This course explores the evolutionary framework of social science. It develops competencies in teachers to understand the importance and pedagogical practices in social science curriculum. It addresses the knowledge and understanding of the methodologies, approaches to teach and evaluations in social sciences at secondary level for students with disabilities. The course also focuses on various skills professional development and competencies that teachers need to develop and enrich.

Learning Outcomes of the Course:
Prospective teachers twill be able to address the following questions:
1. What is the nature and philosophy of Social Science?
2. What is his/her reflective understanding of contemporary society and the relevance in teaching of social science in schools?
3. What is the status of learning social science at secondary school level?
4. What are the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices?
5. How does one evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers?

Unit I Evolutionary Framework of Social Science   (12 hours)
- An Overview of the Foundations of each Discipline:

a) History and Geography- Temporal and Spatial Dimensions.
b) Political science and Economics – The Systems and Processes of Society.
- Specialised Knowledge versus Inter Disciplinary Knowledge
- Trajectory of Social Science Evolutionary Process: Philosophical and Theoretical discourses
- Concept of Social Science and Social Studies
- Evolution of Social Science Curriculum to the present stage in terms of various Indian

educational policies.

Unit II Social Science in Schools   (12 hours)

- Challenges in the development of Social Science Curriculum

- General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary, multi-disciplinary and fused frameworks

- Cross Cultural perspectives and issues in social science

- Teaching Social Science: Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives

Unit III Pedagogical practices in Social Science Curriculum   (12 hours)

- Social Science and Indian School Curricula in search of new Directions.

- Review different Commissions/Committees Reports

- National Curriculum Frameworks- 1988, 2000, 2005 and 2023

- Critical Review of Social Science Text books of Secondary Stage curriculum

- Concerns in Teaching Social Science: Diversity, Gender and Special Needs Children

Unit IV Contexts in Social Science instruction and Evaluation   (12 hours)

- Inclusive Classroom

- Development of Unit Plan: Thematic mapping of curricular content

- Challenges in evaluation: Assessing learners' perspectives on various social issues, Assessing learners' action for a social change at the individual level

Unit V Professional Development of Social Science Teacher   (12 hours)

- Social Science Teacher as A Reflective Practitioner

- In-Service Teacher Development Programmes

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Suggested Practicum

a) Collaborative projects on selected cross curricular areas taken from school syllabus: written assignments on issues, seminar presentation, action research with peers' involvement.

b) Establishment and Enrichment of Social Science Resource Centre

c) Enrichment of the subject areas like geography, history, political and social life and economics.

d) Engagement with curriculum policies/documents and curriculum frameworks.

e) Critical appraisal of existing social science curriculum and text book at school level

f) Development of Unit / Thematic Plan.

g) Organizing field trips as learning experience.

Suggested Readings

· Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.

· Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.

· Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

· Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.

· Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.

· Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.

· Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.

· Gallanvan &Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.

· George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.

· Hamm, B. (1992).Europe – A Challenge to the Social Sciences. International/Social Science Journal (vol. 44).

- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.

- Haydn Terry,Arthur James and Hunt Martin. (2002),Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.

- Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.

- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.

- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).

- Prigogine, I., &Stengers I. (1984). Order Out of Chaos: Man's New Dialougewith Nature. Batnam Books.

- UNESCO-World Social Science Report (2013)

- Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.

- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.

- Webb,Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.

- Winch,Peter (1958).The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.

- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

Keywords: Cross-cultural Perspective,Reflective Practitioner, Inclusive Classrooms

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Bachelor of Education (B.Ed.) Special Edu-ID/VI

Understanding the Discipline of Mathematics
(Semester: II)
Course Code: A-4 (Part-III)

Credits: 4

MM: 100 (External: 70   Internal: 30)

Introduction of the Course

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 math using innovative methods, techniques and teaching learning material for children with & without disabilities.

Learning Outcomes
After completion of the course student 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.

Unit I: Introduction to mathematical thinking   **(15hours)**
i) Mathematics as a study of creating,discerning and generalising patterns: Identifying and analysing abstract patterns,patterns of shapes,patterns of motion,numerical patterns.
ii) Understanding Mathematics as a humanly created subject: creating mathematical structures :idea of axioms,postulates and proofs, Different methods of proof: direct proof,indirect proof,counter examples,proof by induction.
iii) Sociocultural,economic and political factors in the development of mathematics.
iv) Everyday mathematics,multicultural mathematics;its use in the decision making. Societal benefits related to 'knowing and doing'mathematics. Critically challenging the sociological beliefs related to mathematics abilities.

Unit 2: Learning Mathematics   **(15 hours)**
i) Developmental progression in the learning of mathematical concepts: Piaget,Skemp,Bruner and Vygotsky; Fishbein on intuitive thinking

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ii) Focus on mathematical processes -Problem solving,Problem posing,reasoning,abstraction and generalisation,argumentation and justification.

iii) Sociocultural perspectives in mathematics learning-situated learning;social construction of knowledge;socail interaction and community of practice.

iv) Historical evolution of concepts-understanding how concepts evolved,power play in legitimising concepts.

Unit 3: How should we teach mathematics?   (15 hours)

(i) Culture of learning- Creating dynamic classroom environments; sharing and exploring ideas, encouraging diverse and innovative procedures, using multiple ways to solve problems, making conjectures, seeking generalisations; respecting diverse capabilities; use of context; metacognition

(ii) Role of Communication in classroom- Math talk; building a community of mathematicians in classrooms; constructing mathematical ideas by providing scope for exploration, explanation and evaluation of children's work

(iii) Use of resources, activities, story-telling and technology in initiating mathematical thinking.

(iv) Notions related to mathematical 'ability'; promoting growth mindset, depth versus speed; math anxiety

(v) Teacher's beliefs and knowledge about the nature of mathematics and mathematical learning, teachers' agency in school math reform.

UNIT 4: Mathematics for equity and social justice   (15 hours)

(i) Why teach 'mathematics to all'? – Concerns and challenges

(ii) Issues of gender, class and culture in mathematics learning and achievement - Expectations, attitudes and stereotypes; access to higher mathematics; interrogating the notion of 'achievement gap';

(iii) construction of learners' identity in a mathematics classroom

(iv)Addressing the concerns of societal as well as mathematical equity

Engagement with the Field

An understanding of the relationship between the discipline and a selection of school curriculum will be enhanced through observations and projects to address the following issues: What knowledge is valued? How is mathematics experienced in school settings and how are learner identities constructed? How do communities shape knowledge production and, there, what counts as useful mathematical knowledge? How might scholars and teachers work with community-based knowledge makers to develop collaborative knowledge resources?

Assignments/Projects

1. Analysis of books, folk games, and other resource materials
2. Observation of children doing everyday math; numeracy Practice
3. Use and setting up of a mathematics lab
5. Development of manipulatives, games, low-cost activity materials

Essential/ Recommended Readings

Boaler, J. (2010). The elephant in the classroom. Helping children love and learn maths. Souvenir Press Ltd

Boaler, J. & Staples, M. (2005). Transforming students' lives through an equitable mathematics approach: The case of Railside school. Available for download on: www.stanford.edu/~joboaler/

Boaler, J. (2013, March). Ability and Mathematics: The mindset revolution that is reshaping education. In Forum (Vol. 55, No. 1, pp. 143-52). Symposium Journals.

Burns, M. (2007). About teaching mathematics: A K–8 resource, Third Ed. Math Solutions Publications.

Bishop, A. J. (1988). The interactions of mathematics education with culture. Cultural Dynamics, 1(2), 145–157.

Devlin K. (2011). Introduction to Mathematical thinking.

Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), Culturally responsive mathematics education (pp. 43–64). Routledge.

Gutstein, E. (2007). "And that's just how it starts": Teaching mathematics and developing student agency. Teachers College Record, 109(2), 420–448.

Kazemi, E., &Stipek, D. (2001). Promoting conceptual thinking in four mathematics classrooms. The Elementary School Journal, 102(1), 59–80.

Chapin, O'Connor, & Anderson (2009). Classroom discussions: Using math talk in elementary classrooms. Math Solutions.

Cirillo, M. (2009).Ten things to consider when teaching proof. Mathematics Teacher, 103(4), 250-257.

Fuller, E., M Rabin, J., &Harel, G. (2011). Intellectual need and problem-free activity in the mathematics classroom. Jornal Internacional de Estudosem EducaçãoMatemática, 4(1).

Hiebert, J., Carpenter, T., Fennema, E., Fuson, K., Wearne, D., Murray, H. (1997). Making Sense: Teaching and learning mathematics with understanding. Portsmouth, NH: Heinemann.

Lampert, M. (2001). Teaching problem and problems for teaching. Yale University.

Lockhart, P., & Devlin, K. J. (2009). A mathematician's lament. New York: Bellevue Literary Press.

Martino, A.M. & Maher, C. (1999). Teacher questioning to promote justification and generalization in mathematics: What research practice has taught us?. Journal of Mathematical Behavior, 18(1), 53-78.

Parish, S. (2014).Number talks: Helping children build mental math and computation strategies, Grades K-5, Updated with Common Core Connections. Math Solutions.

Reinhart, S. (2000). Never say anything a kid can say! Mathematics Teaching in the Middle School, 5(8), 478-483.

Schifter, D. (2001). Learning to see the invisible. What skills and knowledge are needed in order to engage with students' mathematical ideas? In T. Wood & B. Scott Nelson & J. Warfield (Eds.), Beyond classical pedagogy: Teaching elementary mathematics. Mahwah, (pp. 109-134). NJ: Lawrence Erlbaum Associates

Smith & Stein (2011). Five practices for orchestrating productive mathematics discussions.

Dweck, C.S. (2006). Is math a gift? Beliefs that put females at risk. In W.W.S.J.Ceci (Ed.), Why Aren't More Women in Science? Top Researchers Debate the Evidence. American Psychological Association.

Greer, B., Mukhopadhyay, S., & Powell, A. B. (Eds.). (2009). Culturally responsive mathematics education. Routledge.

Teaching Learning Resources (Digital and others): Across Units

TIMSS Videos of mathematics classrooms available at:
   http://www.timssvideo.com/videos/Mathematics

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Keywords: Math Talk,Community of Practice, Societal Beliefs,Mathematical Thinking

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Bachelor of Education (B.Ed. Special Education ID & VI)

Title of the Course: A4 Stream Based Pedagogy Part IV : Science

(Semester: II)

Credits: 4

MM: 100 (External: 70   Internal: 30)

Contact Week 15

Introduction of the Course

Learning Outcomes

After completion of the course learners will be able to

1. understand the nature of science through a philosophical and epistemological lens.

2. promote Scientific Literacy and Critical Thinking

3. develop critical understanding of science curriculum at various levels of school education

4. prepare learners for the technologically -driven landscape of modern science and responsible use of digital resources.

Unit I: Nature of Science and Science Education   **(12 hours)**

- The nature of science- science as a process and science as a body of knowledge, as a social enterprise; Science-Technology-Society-Environment (STSE) Interface.
- A historical perspective: the development of science as a discipline; awareness of the contributions of Popper and Kuhn.
- Development of Scientific Temper and scientific attitude; role of a science teacher
- Public understanding of science, ethics of science; science education in the context of developing countries.

Unit 2 : Science Teaching and learner' context   **(12 hours)**

- Children's conceptualisation of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level); Misconceptions and 'alternative frameworks' in science.
- Understanding children's fear of science addressing their inabilities to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations
- Construction of knowledge in science: conceptual schemes, concept maps.

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- Role and function of language in science : its contribution towards expression, articulation and the understanding of science.

Practicum : Project/assignment based on school observations

Unit 3: The Science Curriculum   (12 hours)

- Science curriculum at various stages.
- Curricular goals and competencies at various levels of school education.
- Historical development of science education in India.
- A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum.
- Approach to curriculum transaction; integrated , interdisciplinary and multidisciplinary approach.
- Criteria for the analysis of science textbooks (including issues related to gender, the socio economic and socio-cultural context, etc.)

Practicum: Critical analysis of existing science curriculum and textbooks.

Unit 4: Science Education in diverse classrooms   (12 hours)

- Addressing   students' diversity in science classrooms.
- History of diverse learners in science classrooms.
- Digital technology in science classrooms ; Accessibility Features, multimodal content ,adaptive learning platforms, collaborative tools. Virtual labs.
- Customizable Assessments

Unit 5: Professional development of Science Teachers   (12 hours)

- Continuous professional development of science teachers and its need.
- Professional development at the individual, organizational and governmental level.
- Teacher as a researcher: Action research by teachers in collaboration with research institutions, voluntary organizations, etc.

Practicum : Conducting Action Research in any area related to science education.

B.Ed. Special Education (V.I./I.D.)

Title of the Course: Pedagogy –II of teaching Hindi (A-5)
(Semester: II)

Credits: 4
MM: 100 (External: 70   Internal: 30)
Contact Week: 15

उद्देश्य :

- शिक्षा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्व को रेखांकित कर सकेंगे।

- हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विध्यिों का प्रयोग कर सकेंगे।

- अपने विद्यार्थियों में अपेक्षित भाषा कौशलों के विकास के लिए स्वयं में भीभाषा–कौशलों के विकास के लिए सतत प्रयत्नशील रहेंगे।

- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर कर प्रयास कर सकेंगे।

- अपने विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाई 1 हिन्दी भाषा–शिक्षणः सै(ान्तिक परिप्रेक्ष्य   (3weeks)

- 1.1   भाषाः अर्थ, महत्व एवं प्रकार्य, हिन्दी भाषा की प्रकृति,
- 12   भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन
- 1.3   हिन्दी की व्याकरणिक व्यवस्था – ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार,
- 1.4   हिन्दी शिक्षण के उद्देश्य– प्रथम भाषा एवं अन्य भाषा के रूप में, संपर्क भाषा एवं राजभाषा के रूप में, विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ, विद्यालयों में हिन्दी की यथार्थ स्थिति

इकाई 2 भाषा कौशलों का विकास   (3weeks)

2.1 भाषा कौशलों से अभिप्राय, भाषा शिक्षण में उनका स्थान एवं महत्व

2.2 श्रवण कौशल – तात्पर्य, महत्व, उद्देश्य, प्रकार, शिक्षण विध्यिाँ, कौशल विकासक क्रियाएँ, मूल्यांकन

2.3 मौखिक अभिव्यक्ति कौशल – तात्पर्य, महत्व, उद्देश्य, प्रकार, मौखिक रचना की विशेषताएँ, उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण, कौशल विकासक क्रियाएँ, मूल्यांकन

2.4 पठन कौशल – तात्पर्य, महत्व, उद्देश्य, पठन की विशेषताएँ, उद्देश्यों के संदर्भ में पठन के प्रकार, सस्वर तथा मौन पठन, गहन अध्ययननिष्ठ पठन तथा व्यापक पठन, पठन कौशल विकासक क्रियाएँ,

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पठन–दोष–कारण तथा निराकरण

2.5 लेखन कौशल – तात्पर्य, महत्व, शिक्षण– उद्देश्य, प्रभावी लेखन की विशेषताएँ, लिखित अभिव्यक्ति के विविध रूप, लेखन कौशल विकासक क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य, रचना शिक्षण– निर्देशित लेखन, स्वतंत्रा लेखन

2.6 उच्च स्तरीय भाषिक कौशलों का विकास

2.7 कौशल विकास के लिए पाठ योजना निर्माण

इकाई 3 हिन्दी भाषा तथा साहित्य का शिक्षण एवं पाठ योजना   (3 weeks)

3.1 हिन्दी भाषा शिक्षण में व्याकरण का स्थान, महत्व एवं उपयोगिता, शिक्षण उद्देश्य तथा विधियाँ

3.2 भाषा और साहित्य – अन्तःसंबंध और भिन्नता, साहित्य के सौन्दर्यबोध के तत्व

3.3 कविता का रसास्वादन– महत्व, उद्देश्य, आस्वाद के धरातल, कविता– शिक्षण के पक्ष–भाव एवं कला पक्ष, शिक्षण–विधियाँ, आस्वादन में शिक्षक की भूमिका, सौंदर्यबोध विकासक युक्तियाँ, मूल्यांकन

3.4 साहित्य की विभिन्न विधओं के शिक्षण के लिए पाठ योजना निर्माण एवम अनुकूलन

3.5 गद्य शिक्षण – महत्व, उद्देश्य, गद्य विधओं के विविध रूप ;निबंध एवं निबंधेतरद्ध तथा उनकी शिक्षण – विधियाँ, गहन अध्ययननिष्ठ पाठ एवं विस्तृत अध्ययननिष्ठ पाठों की शिक्षण विधि में अंतर, मूल्यांकन

3.6 भाषा एवं साहित्य की विभिन्न विधओं के माध्यम से सृजनात्मकता एवं जीवन कौशलों का विकास

3.7 हिन्दी भाषा और जनसंचार, जनसंचार के विविध रूप, जनसंचार माध्यमों की भाषा और विद्यार्थियों की भाषा पर उसका प्रभाव, हिन्दी शिक्षण में जनसंचार माध्यमों की भूमिका

इकाई 4 हिन्दी–शिक्षण : साध्न और सामग्री   (3 weeks)

4.1 हिन्दी पाठ्यक्रम तथा पाठ्यपुस्तकें – हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन पाठ्यपुस्तकों तथा पूरक पुस्तकों का महत्व, उद्देश्य, विशेषताएँ, निर्माण प्रक्रिया एवं मूल्यांकन, पाठ्यपुस्तक समीक्षा एवं पाठ्यपुस्तकों का समीक्षात्मक विश्लेषण

4.2 हिन्दी शिक्षण में प्रयुक्त शैक्षिक उपकरण– शैक्षिक उपकरणों का महत्व एवं उनकी उपयोगिता

4.3 दृश्य उपकरणों – श्यामपट्ट, चार्ट, नक्शा, मानचित्रा, प्रतिरूप, कार्यशील प्रतिरूप और फ़लैश कार्ड की प्रयोग विधि

4.4 श्रव्य उपकरणों – कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।

4.5 मुद्रित श्रव्य उपकरणों– अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।

4.6 वैद्युदण्विक उपकरणों– टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।

4.7 भाषा अधिगम में भाषा प्रयोगशाल के प्रयोग की विधि और समीक्षा

4.8 पाठ्यचर्या सहगामी क्रियाएँ– स्वरूप, प्रकार एवं भाषाभिव्यक्ति के विकास में उनका महत्व और योगदान

इकाई 5 भाषा अधिगम के मूल्यांकन की प्रविधि   (3 weeks)

5.1 मूल्यांकन की संकल्पना, उद्देश्यश और महत्व

5.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ।

5.3 लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभा और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन

5.4 कक्षागत पाठ्यसहगामी गतिविधियों – गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन

5.5 विद्यार्थियों के भाषा अधिगम का संचयीवृत बनाना।

5.6 चिन्तन दैनन्दिनी और पोर्टपफोलियो बनाना

प्रायोगिक पक्ष : समुन्नयन क्रियाएँ ;कोई तीनद्ध

- आस–पास के किसी क्षेत्रा के किसी विशिष्ट समुदाय के लोगों की भाषा का सर्वेक्षण और उनकी शब्दावली का अध्ययन–विश्लेषण

- भाषा कौशलों संबंधी भाषा खेल निर्माण

- कल्पनाप्रधन एवं भावप्रधन मौलिक निबंध लेखन के लिए विषय सूची निर्माण तथा उनमें से किन्हीं दो विषयों पर निबंध लेखन

- पत्रा–पत्रिकाओं में प्रकाशित रचनाओं, नई समकालीन साहित्यिक पुस्तकों का अध्ययन–विश्लेषण

- पाठ्य पुस्तकों में निर्धरित पाठों की अंतर्वस्तु से मिलती–जुलती रचनाओं का संकलन

- पाठ्यपुस्तकों में निहित अन्तःकथाओं का संकलन

- पाठ्यपुस्तकों में संकलित मुहावरों, लोकोक्तियों का स्वतंत्रा प्रयोग एवं उनके अर्थ से मिलते जुलते मुहावरों, लोकोक्तियों का संकलन

- हिन्दी भाषा एवं साहित्य के संवर्धन एवं प्रोत्साहन के लिए दिए जाने वाले पुरस्कार, पुरस्कृत रचनाकार एवं उनकी रचनाओं की सूची का निर्माण

- पाठ्यपुस्तकों में निर्धरित पाठों में से किसी एक केप्रतिपाद्य विषय का चयन कर परियोजना निर्माण

संदर्भ सूची :

- अग्रवाल, पुरुषोत्तम, कुमार संजय ;2000द्ध हिन्दीः नई चाल में ढलीः एक पुनर्विचार, देशकाल प्रकाशन, नई दिल्ली

- अज्ञेय, सच्चिदानंद हीरानंद वात्स्यायन ;2010द्ध वत्सल निधि प्रकाशन माला ; संविति, सस्ता साहित्य मण्डल प्रकाशन, नई दिल्ली

- कौशिक, जयनारायण ;1987द्ध, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़

- गुप्ता, मनोरमा ;1984द्ध, भाषा अधिगम, केन्द्रीय हिन्दी संस्थान, आगरा

- गोस्वामी, कृष्ण कुमार, साहित्य भाषा और साहित्य शिक्षण, उच्च शिक्षा और शोध संस्थान, दक्षिण भारत हिन्दी प्रचार सभा, हैदराबाद

- गोस्वामी, कृष्ण कुमार एवं शुक्ल देवेन्द्र ;1992द्ध, साहित्य शिक्षण, उच्च शिक्षा और शोध संस्थान, मद्रास

- चतुर्वेदी, रामस्वरूप ;2005द्ध, हिन्दी साहित्य और संवेदना का विकास, लोकभारती प्रकाशन, दिल्ली

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- जोसेपफ जेस्सी ;1997द्ध, भाषा की जैविकता, ज्ञानोदय प्रकाशन, धरवाड़
- तिवारी, पुरूषोत्तम ;1992द्ध, हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी
- तिवारी, भोलानाथ ;1990द्ध, हिन्दी भाषा शिक्षण, लिपि प्रकाशन, दिल्ली
- पाण्डेय, रामशकल ;2005द्ध, हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा
- प्रसाद, केशव ;1976द्ध, हिन्दी शिक्षण, ध्नपत राय एंड संस, दिल्ली
- बाछोतिया हीरलाल ;2011द्ध, हिन्दी शिक्षणः संकल्पना और प्रयोग, किताबघर प्रकाशन, दिल्ली
- नागोरी, शर्मा एवं शर्मा ;1976द्ध, हिन्दी भाषा एवं साहित्य शिक्षण, राजस्थान प्रकाशन
- लहरी, रजनीकांत ;1975द्ध, हिन्दी शिक्षण, राम प्रसाद एंड संस, आगरा
- व्यागात्स्की ;2009द्ध, विचार और भाषा ;अनूद्ध, ग्रंथ शिल्पी, नई दिल्ली
- सिंह, निरंजन कुमार ;1981द्ध माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
- सुरेशकुमार ;2001द्ध, शैलीविज्ञान, वाणी प्रकाशन, नई दिल्ली
- हिन्दी शिक्षण ;2005द्ध, उमा मंगल, आर्य बुक डिपो, करोल बाग, नई दिल्ली

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B.Ed. Special Education (VI/ID)

Title of the Course: Pedagogy of Teaching English (A-5, Part -2)
Pedagogy II- English
(Semester: II)

Credits: 4
MM: 100 (External: 70 Internal: 30)
Contact Week: 15

Introduction

This course will enable the learners to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help learners in applying theory to practice in designing own materials and in planning lessons in preparation for teaching-learning in inclusive classes. The course offers learners the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips learners with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy, language acquisition, multicultural aspects of language and multilingualism.

Objectives

After completing the course the student-teachers will be able to
• Explain the principles of language teaching, and evolution and trends in English literature.
• Prepare an instructional plan in English.
• Adapt various approaches and methods to teach English language.
• Use various techniques to evaluate the achievement of the learner in English.

Unit I: Nature of English Language & Literature (3 weeks)

1.1 Principles of Language Teaching
1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency(CALP)
1.3 English Language in the school context: An Evolutionary Perspective
1.4 Current Trends in Modern English Literature in Indian context
1.5 Teaching as second language in Indian context.

Unit II: Instructional Planning (3 weeks)

2.1 Aims and objectives of Teaching English at different stages of schooling
2.2 Instructional Planning: Need and Importance
2.3 Unit and lesson plan: Need and Importance
2.4 Procedure of Unit and Lesson Planning
2.5 Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English (3 weeks)

3.1 Difference between an approach and a method
3.2 Task based approach, collaborative learning, experiential learning, reflective, inquiry-based approach, language across curriculum, communicative language teaching, Bilingual, Multilingual, Eclectic and Constructive approach

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3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method iv) integrative method
3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing
3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials (3 weeks)

4.1 Importance of instructional material and their effective use
4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cut outs, Charts, Tape-records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature.
 4.3 Construction of a teacher made learning materials and other resurces for English proficiency
4.4 Language learning and enrichment activities-storytime, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio
 4.5 Adaptations of teaching material for children with disabilities

Unit V: Assessment and Evaluation (3 weeks)
5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment
5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)
5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development
5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures
5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.

Transaction
Transaction of this course will include active engagement of learners in English teaching-learning activities, interactive talks & lectures, literature-review, demonstrations and observations, exposure to varied settings-language labs, virtual labs, schools and classrooms, field-trips for multicultural aspects of language and plurality, projects and assignments, preparation of e-contents and digital learning materials, participation in quizzes, workshops and seminars, exhibitions and competitions.

Course Work/ Practical/ Field Engagement
• Design teaching programme based on error analysis
• Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
• Develop work sheet (interactive including language games)
• Prepare worksheets to enrich vocabulary among secondary students with disabilities
• Develop lesson plans for the teaching of prose and poetry
• Critically analyze any one poem or essay of a well known poet or writer

Recommended Readings
• Agnihotri, R.K., & Khanna, A.L.(1996). English Grammar in context. Ratnasagar, Delhi.

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• Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.

• Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.

• Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.

• Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.

• Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.

• Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.

• Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.

• Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.

• NCERT (2014). Including Children with Special Needs-Primary Stage. New Delhi:NCERT. (available at www.ncert.nic.in)

• NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi:NCERT. (available at www.ncert.nic.in)

• NCERT (2019). Pedagogy of Languages. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)

• NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)

• NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi:NCERT. (available at www.ncert.nic.in)

• NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at www.ncert.nic.in)

• Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

• Sahu, B. K. (2004). Teaching of English. Kalyani Publishers, Ludhiana

• Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad. • Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged. This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities.

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A5 PEDAGOGY OF TEACHING SOCIAL SCIENCE
Semester-II

Credits: 04
Course Code: A 5 (Part III)
Marks: 100 (External: 70, Internal: 30)

Contact Hours: 60 Hours in 15 Weeks

Introduction of the Course

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.

Learning Outcomes

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

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

Unit I: Nature of Social Science (10 hours)
- Concept, scope and nature of social science
- Aims and objectives of teaching Social Science at school level
- Place of Social Science in Secondary School Curriculum
- Inter-disciplinary nature of Social Science
- Social Science Text books

Unit II Issues and Challenges in Teaching-learning of Social Science (10 hours)

- Social Science as an integrated subject
- Critical pedagogy in social science
- Social Science in a democratic secular country
- Role of social Science teacher for egalitarian society
- Teaching Social Science to children with special needs

Unit III: Approaches to teaching of Social Science (10 hours)
- Purpose, Approaches of teaching- learning of Social Science
- Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
- Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, literatures and journals, Television, Films & Filmstrips, Social Science Games and Power Point Presentation, YouTube, Smart board
- Accommodations required in approaches for teaching children with disabilities
- Adaptations of curriculum and resource materials for teaching children with disabilities

Unit IV Social Science Pedagogy (10 hours)
- Method of teaching- learning of social science
- Approaches: Inductive, Deductive, Interdisciplinary and Constructivist approaches in teaching- learning of Social Science
- Methods and Techniques: Lecture, Dialogue & Discussion, Question-Answers, Problem Solving, Project, Storytelling, Identifying and interpreting sources & data, Field trips & excursions, Dramatization, Archives & Historical Sources, Video Shows on social issues, Current events, Comparative method, Cartographic techniques, time-line, other activities
- Unit Plan and Lesson Plan: need and importance
- Procedure of Lesson Planning
- Adaptation of lesson plan for children with disabilities
- ICT in Social Science Classroom

Unit V Enriching Social Science   (10 hours)

- Social Science Resource Room: Need, Equipment and management.
- Social Science Teacher: Personality, Academic and Professional competencies and Reflective Practitioner
- Being a reflective practitioner- use of action research
- Competencies for teaching Social Science to children with disabilities

Unit VI Evaluation & Assessment of Learning in Social Science (10 hours)

- Formative, Summative, Continuous and Comprehensive Evaluation (CCE) at different stages.
- Assessment Modes: Self-assessment, Peer assessment, Learners' profile, Open text book assessment, Performance based testing, Portfolio, Rubrics
- Diagnostic testing and enrichment techniques for children with disabilities

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Transaction

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

Course Work/ Practical/ Field Engagement
- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools
- Establishment and Enrichment of Social Science Resource Centre
- Organizing field trips and evaluating learning outcomes

<u>**Suggested Readings:**</u>

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.
- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- An Introduction to problems in the Philosophy of Social Sciences (1995) By Keith Webb, Pub. - Pinter, London, New York.
- Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
- Arora, P (2014). Exploring the Science of Society, journal of Indian Education. NCERT, New Delhi.

Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.

Bining, A.C. & Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.

- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992).Europe - A'Challenge to the Social Sciences. International Social Science Journal (vol. 44).

Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi,

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Delhi.

- Hunt, Pub.- Routledge, Falmer, (Taylor and Francis group), London, \e» York.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA.
- The idea of a Social Science and its relation to Philosophy (1958), by Peter Winch, Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.

Keywords: Secular,Democratic, Reflective Practitioner, Formative Evaluation,

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B.Ed Special Education (V.I./ I.D.)
A5 PEDAGOGY OF MATHEMATICS

Course Code: A 5 (Part IV)   **Credits: 04**

Contact Hours: 60   **Maximum Marks: 100 (Int: 30, Ext: 70)**

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 & without disabilities.

Learning outcomes:

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.*

UNIT – 1 Mathematical Content and its Pedagogic issues   (15 hours)
Approaches of teaching mathematics in relation to the conceptual development of:

1.1 Number systems and Number Theory
    Explore the idea of number sense and different number systems, role of estimation in developing number sense. Exploring properties associated with numbers including their geometric representations.
    Different interpretations of rational numbers –fractions, rational numbers, proportional relationship; using number line, and real life context for teaching rational numbers
    Children's reasoning in relation to integers and rational numbers, role of 'number talks' in promoting number sense

1.2 Geometry, spatial thinking and measurement
    Exploring different dimensions of geometry and spatial reasoning such as – visualisation, understanding symmetry, congruency and similarity; attributes of different geometrical shapes - surface area and volume, mapping skills
    Development of proof skills: making generalisations and justification.

1.3 Statistics & Probability

Understanding different statistical concepts of data collection and representation, use and meaning of central tendencies, analyzing variations; Investigating basic concepts of probability such as nature of distributions, randomness, sample space, independent events, relationship between statistics and probability

1.4 Patterns, Functions and Algebra

Relationship between arithmetic and algebra

Big ideas in algebraic reasoning such as finding, describing and using patterns, understanding linearity and non-linear functions

Development of algebraic reasoning leading to more sophisticated ideas related to growth and decay, optimization, making different types of graphs (linear and non-linear) and drawing interpretations from the nature of graphs

Unit 2: Designing and Planning a Unit and Lessons   (15 hours)

2.1 Engagement with the National curriculum, syllabus and textbooks. Critical study of all three in light of the conceptual and pedagogical understanding developed in Unit 1

2.2 Studying the curriculum: Aspects related to what is worth knowing and experiencing in mathematics, understanding the nuances between intended curriculum and implemented curriculum.

2.3 Developing unit plans and concept maps, designing constructive lesson plans, understanding the role of communication, mathematical community and group dynamics in classrooms

2.4 Critical engagement with 1CT, Simulations and mathematical modelling in promoting mathematical thinking.

Unit 3: Teaching-Learning Resources in Mathematics for Students with Disabilities   (15 hours)

3.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting up Mathematics Laboratory

3.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments such as Abacus, Cussionaire Rods, Fractional Discs, Napier Strips, geoboard, tangrams, tessellation kits, paper models, paper folding actions with reference to children with disabilities.

3.3 Mathematical modeling is promoting mathematical thinking

3.4 Role of calculators and computers, simulations and special teaching aids to Promote learning in children with special needs.

Unit 4: Assessment   (15 hours)

4.1 Assessment and Evaluation – Concept, Importance and Purpose

4.2 Error analysis, Diagnostics Tests, Identification of Hard Spots and Remedial Measures

4.3 Critical role of assessment in enhancing learning- Explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners, relationship of assessment with self-esteem, motivation, and identity

as learners, assessment for learning and role of feedback
4.4 Traditional assessment vs. assessment within a constructivist paradigm
4.5 Adaptations in Evaluation Procedure for students with disabilities

Suggested Readings

- Banerjee, R., &Subramaniam, K. (2012).Evolution of a teaching approach for beginning algebra. *Educational Studies in Mathematics,80{3), 351-367.*

- Bryant, P., &Nunes, T. (2012). *Children's understanding of probability.* Nuffield Foundation. Retrieved from

- Clements, D.H., & Battista, M.T. (1992). Geometry and spatial reasoning. In D.A.
- Grouws - (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 420- 464). New York, Macmillan.

- Gal, I. (2005). Towards" probability literacy" for all citizens: Building blocks and instructional dilemmas. In G. A. Jones (Ed.), *Exploring probability in school* (pp. 39-63).Springer.

- Kieran, C. (1992). The learning and teaching of school algebra. In Grouws, D.A. (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 390- 419). New York: MacMillan Publishing Company,

- Lamon, S. (2005). *Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers.* Mahwah, NJ: Erlbaum.

- LMT-01 Block 5 Unit-16: Exploring Number System.
- NCERT.(2006). *Syllabus for classes at the elementary level* (Vol. 1). New Delhi: NCERT.

- NCERT. (2006). *Syllabus for secondary and 'higher secondary classes.* New Delhi: NCERT.

- LMT-01 Block 2, Unit-05: Building a Constructive Classroom (classroom organization, material and assessment). IGNOU.

- Cooper, B., & Dunne, M. (1998). Any one for tennis? Social class differences in children's responses in national curriculum mathematics testing. *The Sociological Review, .* 46(1), 115-148.
- Grant, D. A. (2000). What's on the test? An analytical framework and findings from an examination of teachers' math tests. *Educational Assessment,* 6(4), 221- 256. .

- Hamilton, T. M. (2010). Mathematics learners and mathematics textbooks: A question of identity? Whose curriculum? Whose mathematics? *Curriculum Journal, 21(1),* 3-23.

- Morgan, C, & Watson, A. (2002). The interpretative nature of teacher's assessment of students' mathematics: Issue for equity. *Journal for Research in Mathematics Education,* 35(2), 78-110.

- NCERT.(2006). *Position paper-National focus group on assessment (NCF 2005).* New Delhi: NCERT.

- Swaffield, S. (2011).Getting to the heart of authentic assessment for learning, *Assessment in Education: Principles, Policy & Practice, 18(A),* 433-449.

Assignments/Projects/Practicum

- Textbook analysis
- Analysing student's oral and written responses
- Undertaking performance based assessment in a classroom
- Small action research on children's conceptions of mathematical concepts
- Designing field based projects for middle or secondary school children
- Organizing a Math mela in a school or a locality
- Using historical anecdotes as means for promoting mathematical communities in classrooms
- ICT-based projects for linking higher mathematics
- Analyzing 'math-talk'
- Creating videos of students' mathematical work

Teaching Learning Process
The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Key words: Maths Lab, Concept Map, Constrictivist Paradigm,Error Analysis

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Bachelor of Education (B.Ed. Special Education VI & ID)

Title of the Course: A5-Pedagogy of school subject .Part V : Science (Special reference to disability)

(Semester: 2)

Credits: 4

MM: 100 (External: 70 ; Internal: 30) Contact Week 15

Introduction of the Course

Pedagogy of science for children with disability is a specialized and crucial aspect of education that aims to create an inclusive learning environment. Recognizing the diverse needs of students, this pedagogical approach tailors science education to accommodate various abilities, ensuring every child can actively engage in the learning process. Moreover, the pedagogy prioritises adaptive teaching strategies. Science teachers employ differentiated instruction, modifying content, process, and product to meet individual needs. This may involve providing additional support, alternative assessments, or customised learning materials. Collaborative learning environments are encouraged, where peer support and teamwork play pivotal roles in fostering social and academic growth. This course would pave the way for a more inclusive and enriching science education experience for all.

Learning Outcomes

After completion of the course student will be able to:

1. explain the role of science in day to day life and its relevance to modern society.
2. describe the aims and objectives of teaching science at school level.
3. demonstrate and apply skills to select and use different methods of teaching the content of sciences.
4. understand scientific concepts through the use of hands-on, experiential methods tailored to individual learning styles and sensory preferences.
5. apply scientific thinking to real-world situations and demonstrate the ability to navigate challenges related to their unique learning profiles.
6. integrate technology and assistive devices to ensure access and utilise digital resources independently.
7. organise and plan laboratory facilities and equipment in inclusive schools.

Unit I: Science Pedagogy

(3 weeks)

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- The concept "of technological , Pedagogical Content Knowledge (TPCK) and its implications for science teaching.

- Objectives of teaching science with special reference to the development of basic science process skills
- Methods of teaching science: Demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research etc.

Unit 2: lesson planning   (3 weeks)

- Aims and objectives of teaching science at various levels of school education
- Bloom's Taxonomy of Educational Objectives
- Lesson Planning –(with special reference to children with special needs).
- Remedial/Enrichment plans.
- Planning of science experiments and laboratory work.

Unit 3: Organization of the science Laboratory   (3 weeks)

- Layout and design of the science laboratory in inclusive schools.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.
- Safety of scientific equipment with reference to children with disabilities

Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science   (3 weeks)
- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- Textbook, reference books, encyclopaedia, newspaper and alike Improvisations and Science Kits
- Instructional aides, computer aided instruction in science, multi-media packages, interactive software, websites, digital resources, Open Educational Resources (OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.
- Aquarium, Vivarium - Role in Teaching with Setting & Maintaining.
- Museum, Botanical And Zoological Garden: Role In Teaching Science.

Unit 5: Assessment   (3 weeks)

- Concept of Assessment, types of assessment, Critique of present pattern of examinations

- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.
- Adaptations of Evaluation Procedure With Reference To Children With Disabilities
- Assessment of laboratory work.

Practicum/ Suggested Projects / Assignments
- Pedagogical analysis of a unit from Science content.
- Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- Construction of diagnostic tests along with a remedial plan.
- Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas
- Curricular adaptations for teaching Sciences to students with disabilities.

Suggestive readings

Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.

Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.

Bybee, R. (2010). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.

Chander.S.(2017). Teaching science to learners with visual impairment.SR publication ,New Delhi.

Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.

Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.

Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.

Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.

NIVH (1986). Handbook for the teachers for the visually handicapped, Dehradun

Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.

Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.

Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.

Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications

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Collette, T. Alfred. And Chiappetta, L. Engene. (1994) Science Instruction in the Middle and Secondary Schools, Macmillan Company.

Rao, V.K. (2004). Science Education, APH Publishing Corpn. New Delhi.

Wallace, John and Louden, William (2002) Dilemmas of Science Teaching, Routledge Publishers.

Teaching Learning Process

A blended approach of teaching learning would be adapted by integration of technology in the classroom to foster a deeper understanding of scientific principles facilitated by interactive simulations ,multimedia resources ,and digital tools. Innovative projects, Reflective expression and learning will be encouraged.

Key words :

Science curriculum,Technological pedagogical and content knowledge, science kits

repertoire of teaching learning ,lesson plan,Remedial plan , Science laboratory

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Bachelor of Education (Special Education) – Intellectual Disability / Visual Impairment

IINCLUSIVE EDUCATION

Semester-I

Course Code: B 6   **Credits: 02**

Contact Week: 8   **Maximum Marks: 50 (External -35 & Internal 15)**

Introduction of Course

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.

Learning Outcomes

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

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

Unit 1: Introduction to Inclusive Education (2 weeks)

1.1 Historical Perspectives education of CWSN & various models
1.2 Marginalisation vs. Inclusion: Meaning & Definitions
1.3 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
1.4 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
1.5 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
1.6 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

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60

Unit 2: International and National Intiative Facilitating Inclusive Education (2 weeks)

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

2.2 International Conventions & Framework: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) & Salamanca Framework (1994)

2.3 Commission & Policies- Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), National Policy on Education (2020), National Curricular Framework (2005), National Curricular Framework for School Education (2023)

2.4 National Acts & Programs: RCI Act (1992), PWD Act (1995), National Trust Act (1999), RPwD 2016, SDG-2030, Samagra Shiksha

2.5 National Institutes for the Empowerment of Disabilities

Unit 3: Inclusive Instrucions & Practices   (2 weeks)

3.1 Adaptations Accommodations and Modifications- Meaning, Difference & Need

3.2 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment

3.3 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

3.4 Differentiated Instructions: Content, Process & Product

3.5 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

3.6 Engaging Gifted Children: Cooperative Teaching Models

Unit 4: Supports and Collaborations for Inclusive Education   (2 weeks)

5.1 Stakeholders of Inclusive Education & Their Responsibilities

5.2 Advocacy & Leadership for Inclusion in Education

5.3 Family Support & Community Involvement for Inclusion

5.4 ICT for Instructions in inclusive classroom

5.5 Resource Mobilisation for Inclusive Education

Practical & Field Engagement

I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy

II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities

III. Design a Poster on Inclusive Education

IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

Transactions

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

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999) . *Inclusive Education.London:* Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities,* Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality.* Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms,Baltimore:* P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs.* Corwin press: Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers,* Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion,* Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India.* Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work.* Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation.* California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream.* 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education,* Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting.* Boston, Allyn and Bacon.
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- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs.London,*

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• Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools.* 2nd Ed. New Jersey: Prentice-Hall.Inc.

• Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy.* Philadelphia: Open University Press.

First year (Semester 2)

E1: Cross Disability & inclusion

Marks 150
Hours: 180
Credit 06

S. No.	Task for the students-teachers	Disability focus	Educational Settings	Specific Activities	Hrs.	Marks	Procedure for Assessment
1	1.1 Classroom Observation	Other than V.I. Any Disability	Minimum three Special School Inclusive School	Learners will observe students in different educational setting for Curriculum Transaction in different curricular areas. Observation for school subjects at different levels	20	25	Submission of Report
2	Learning of standard English Braille (Reading & Writing)	V.I.	College	Reading and writing in English braille text. Transcription from Print to braille and vice versa (Grade II)	60	50	Class Assignment & written test
3	Learning of Braille Mathematic code	V.I.	College	Braille mathematics sign for Numeric Indicator, Basic operations, Simple Fraction and Brackets, Radicals , Fraction (Mixed, Complex and Hyper complex) , Sign and symbols of compression , shape signs Greek letters, Indices, set Symbols, Trigonometric function	40	25	Class Assignment & written test
4	Orientation and Mobility	V.I. & V.I. MD	College Campus, Outside the Campus, Special and Inclusive School	• Sighted guide Techniques • Pre Cane skills • Cane technique • Direction finding technique	60	50	Test of practical skill

Semester Third

Semester	Paper	Subject
3rd	C-12 (B) (V.I.)	Identification of Children with Visual Impairment and Assessment of Need
3rd	C.14 (B) (V.I.)	Intervention and Teaching Strategies
3rd	C.16 (B) (V.I.)	Psycho Social and Family issues
3rd	D.18	Performing and Visual Arts
3rd	F.1	Main Disability Special School
3rd	F.3	Inclusive School

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Bachelor of Education in Special Education- Visual Impairment (B.Ed. SE-VI)
(Semester: III)
Course code: C 12

Title of the Course: IDENTIFICATIO OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Credits: 04
MM: 100 (External: 70 Internal: 30)
Contact Week 15

Introduction of the Course

We cannot treat a visually impaired child as 'a pair of young eyes'. We need to understand the whole child, including his feelings and needs. Having understood the psychological and sociological implications of visual impairment, the learners should be more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. There are many eye conditions each with different educational and social implications. The infant must 'see to learn' and therefore a visually impaired infant must 'learn to see'. The course will enable the trainees to be able to identify children who are at risk for visual impairment. The trainees will be able to develop the skills of doing functional vision assessment and enhance the residual vision. The course also focuses on needs and assessment of children with multiple disability and visual impairment.

Learning Outcomes
After completion of the course student will be able to:

1. Describe the structure of eye and common eye defects.
2. Explain the etiology of visual impairment.
3. Analyse the implications of visual impairment and identify their needs.
4. Develop skills to identify and assess children with visual impairment.
5 .Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).

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Unit I: Anatomy and Physiology of Human Eye (3 Weeks)

1.1 Structure and Function of human eye

1.2 Normal vision development and process of seeing

1.3 Principles of refraction and refractive errors

1.4 Concept and definitions of blindness and low vision

1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders (3 Weeks)

2.1 Loss of Visual acuity

2.2 Loss of Visual field

2.3 Colour vision defect and loss of contrast sensitivity

2.4 Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, and Macular degeneration

2.5 Educational implications of different Eye disorders

Unit 3: Implications of Visual Impairment and Needs of Visually Impaired (3 Weeks)

3.1 Psychosocial implications of visual impairment

3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family

3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development

3.4 Educational needs of the visually impaired and need for expanded core curriculum

3.5 Implications of low vision and needs of children with low vision

Unit 4: Identification and Assessment of Visual Impairment (3 Weeks)

4.1 Interpretation of clinical assessment of vision

4.2 Functional assessment of vision: Concept, need and methods

4.3 Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio

assessment

4.4 Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children

4.5 Report writing

Unit 5: Assessment of Learning Needs of Children with VIMD (3 Weeks)

5.1 Concept and definition of VIMD

5.2 Etiology of VIMD

5.3 Impact of VIMD on learning and development

5.4 Screening, identification, and assessment of Visually Impaired children with associated disabilities

5.5 Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

Practicum/ Suggested Projects / Assignments (Any Two)

- Present a seminar on implications of visual impairment on the personality of the visually impaired
- Prepare material on early indicators of visual impairment and prevention of visual impairment
- Carry out functional assessment of skills of a blind, a low vision, and a VIMD child and submit a report of their assessment

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Internal Assessment:

a. Class test: 10 Marks

b. Assignment: 10 Marks

c. Presentation: 05 Marks

d. Attendance: 05 Marks

End Semester Exam: 70 Marks Total Marks: 100 Marks

Essential/ Recommended Readings

Barraga, N. C. (1980). Sequences of Visual Development. Austin: University of Texas.

- Bhan, S. & Swarup, S. (2010). Functional Skills Inventory for the Blind.Mumbai: National association for the blind.

- Bhandari, R. & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.

- Hyvarinen, L. & Jacob N. (2011).What and how does this child see: assessment of visual functioning for development and learning. Finland: Vistest Ltd.

- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.

- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Oxford: Butterworth-Heinemann.

- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.

- Mani, M.N.G. (1992). Concept development of blind children. Coimbatore: SRK

- Dubey S. K. (2022) Visual Impairment Our Concerns. New Delhi: Kanishka Publishers

- Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.

- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. Dehradun: NIVH.

- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. Dehradun: NIVH.

- Singh, T.B. (1986).Standardisation of Cornell Medical Index on Visually

Handicapped children. Dehradun: NIVH

- Singh, T.B & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India.Dehradun: NIVH.

- Warren, D.H. (1983). Blindness and Early Childhood Development. New York: AFB Press.

Additional Readings

- Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.

- Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI.

- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH.

- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi : Ashish Publishing House

- Bright Hub Education (2012). Identifying Students with Visual Impairment.

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B.Ed. Special Education (V.I.)

Title of the Course: Intervention and Teaching Strategies (C-14)
(Semester: III)

Credits: 4
MM: 100 (External: 70 Internal: 30)
Contact Week 15

Introduction of the Course

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed, curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted.

The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

Learning Outcomes

After completing the course student-teachers will be able to

- Explain various theoretical perspectives related to intervention & teaching strategies.
- Demonstrate techniques of teaching Mathematics to visually impaired children.
- Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.
- Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.
- Describe the process of assessment visual efficiency and classroom management for children with low vision.

Unit 1: Theoretical Perspectives   (12 hours)

1.1 Difference among Methods, Approaches and Strategies
1.2 Intervention - Concept, Scope and Importance
1.3 Intervention for lately blinded students - Role of Special teachers/educators
1.4 Mediated teaching-learning - Concept, Need and Procedure
1.5 Enriched teaching for Concept development: Converting visual concepts into accessible experiences

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Unit 2: Mathematics   (12 hours)

2.1 Coping with Mathematics phobias
2.2 Conceptualization of Mathematical ideas - Processes and Challenges for Children with Visual Impairment
2.3 Preparation and Use of tactile materials
2.4 Mental arithmetic abilities - Concept, Importance and Application
2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Unit 3: Science   (12 hours)

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

Unit 4: Social Science   (12 hours)

4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe
4.2 Procuring, adapting and use of different types of models
4.3 Organizing field trips
4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play
4.5 Evaluation of concepts and skills in social science with particular reference to Geography

Unit 5: Teaching of Children with Low Vision   (12 hours)

5.1 Visual Stimulation: Concept and Procedure
5.2 Selection of an appropriate medium of reading and writing
5.3 Techniques and procedures for developing reading and writing skills
5.4 Orientation and Mobility for low vision children
5.5 Classroom management - Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Practicum/ field engagement/Suggested Projects / Assignments (Any Two)

- Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
- Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
- Functionally assess the vision of a low vision child and plan a teaching programme.

Essential Readings

- Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts. American Foundation for the Overseas Blind ,Kuala Lumpur.

- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge, London.

- Dubey, S. K. (2018). Education of Low Vision Students, Kanishka Publishers and Distributors, New Delhi.

- Fernandez, G., Koening. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Banglalore.

- Jackson, J. (2007). Low Vision Manual. Edingurgh: Butterworth Heinemann/ Elsevier, Edingurgh.

  - Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind. New York.

  - Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi.

  - Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

  - Lydon, W. T., & McGraw, M. L. (1973). Concept Development for Visually Handicapped Children. AFB, New York.

  - Mangal. S. K. (2007). Educating exceptional children-an introduction to special education. PHI learning Pvt. New Delhi.

  - Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi.

  - Mani. M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.

  - Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd. New Delhi.

  - Macnaughton, J. (2005). Low Vision Assessment. Butterworth Heinemann/ Elsevier, Edingurgh.

  - Mason, H., & McCall, S. (2003). Visual Impairment - Access to Education for Children and Young people. London: David Fulton Publishers.

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Association, Ahmedabad.

- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Vijayan, P.., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

Additional Readings

- Agrawal, S. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Abhijeet Publication, Delhi.
- Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments .North Rocks Press, Sydney.
- Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB
- Pandey, V. P. (2004). Teaching of mathematics. Sumit Publiication, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged. This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities.

Keywords: Intervention,strategy,Approach,Methodology,Pre-math skills

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B.Ed. Special Education – Intellectual Disability / Visual Impairment

C-16 PSYCHO SOCIAL AND FAMILY ISSUES

Semester - III

Credits: 02

Marks: 50 (External 35, Internal 15)

Contact Hours: 15 Weeks

Introduction of the Course

Children with Visual Impairment belong to families. It is important to explore family backgrounds and their influence on how visually impaired are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the visually impaired, and the roles and responsibilities of the family and the community.

Learning Outcomes

After completing the course student-teachers will be able to

- Describe the effect of birth of a child with visual impairment on the family.
- Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.
- Explain the role of parent community partnership in the rehabilitation of a person with visual impairment.
- Develop different skills to empower families in meeting the challenges of having a child with visual impairment.

Unit 1: Family of a Child with Visual Impairment (10 hours)

1.1 Birth of a child with visual impairment and its effect on parents and family dynamics

1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting

1.3 Attitudes of parents, siblings and society related to visual impairment and attitude modification

1.4 Role of family in early stimulation, early intervention and concept development

1.5 Need for family involvement in educational programme and participation in community based rehabilitation programme

Unit 2: Parental Issues and Concerns   (10 hours)

2.1 Informed choices regarding educational placement and facilities available

2.2 Issues related to transition to adulthood- sexuality, employment, marriage

2.3 Gender and disability

2.4 Formation of parent self-help groups and family support networking

2.5 Awareness of Legal provisions, concessions and advocacy

Unit 3: Involving families to meet the challenges of children with visual impairment (10 hours)

3.1 Encouraging families to enhance pro social behaviour

3.2 Supporting children with visual impairment to cope with stress.

3.3 Involving families in fostering and developing recreation and leisure time activities

3.4 Providing support to meet with the challenges of adventitious visual impairment.

3.5 Soft skills and social skills training

Course Work/ Practical/ Field Engagement (Any Two)

- Interview family members of three children with visual impairment (congenital/ adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child

- Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment

- Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment

- Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available

Essential Readings

- Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.

- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA

- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.

- Lowenfeld, B. (1973).Visually Handicapped Child in School; New York: American Foundation for the Blind.

- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration.Springfield: Charles C. Thomas.

- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling publishers Pvt. Ltd.

- Narayan, J., & Riggio, M. (2005). Creating play environment for children. USA:

Hilton/ Perkins.

- Shah, A. (2008). Basics in guidance and Counselling. New Delhi:Global Vision Publishing House.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education - Teaching in an age of Challenge.(2Ed).USA: Allyn & Bacon.

Suggested Readings

- Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad Psycho Corporation, New Delhi.
- Early Support for children, young people and families (2012). Information about Visual Impairment, Retrieved from http://www.ncb.org.uk/media/875236/earlysupportvisimppart1final.pdf
- Kundu, C. L. (2000). Status of Disability in India. New Delhi: RCI.
- Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall.

Examination Scheme and Mode:

Total Marks: 50

Internal Assessment: 15 marks

End semester University Examination: 35 marks

The internal assessment of the course may include class participation, assignments, class tests, projects, field work, presentations, or any other as decided by the faculty

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Bachelor of Education (Special Education) – Intellectual Disability / Visual Impairment

PERFORMING AND VISUAL ARTS

Semester-IV

Course Code: D 18   Credits: 02

Contact Week: 8   Maximum Marks: 50 (External -35 & Internal 15)

Introduction of the Course

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.

Learning Outcomes:

After completing the course student-teachers will be able to

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

Unit 1: Introduction to art Education   (9 hours)

1.1 Art and art education: Meaning, scope and difference
1.2 Artistic expression: Meaning and strategies to facilitate
1.3 Art therapy: Concept and application to students with and without disabilities
1.4 Linking Art Education with Multiple Intelligences
1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Music, Dance & Drama   (8 hours)

2.1 Range of art activities related to music, dance & drama

2.2 Experiencing, responding and appreciating music, dance & drama

2.3 Exposure to selective basic skills required for music, dance & drama

2.4 Music, Dance & Drama: Facilitating interest among students: planning and implementing activities

2.5 Enhancing learning through music, dance and drama for children with and without special needs: Strategies and Adaptations

Unit 3: Visual Arts   (7 hours)

3.1 Range of art activities in visual arts

3.2 Experiencing, responding and appreciating visual art

3.3 Exposure to selective basic skills in visual art

3.4 Art education: Facilitating interest among students: planning and implementing activities

3.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 4: Media and Electronic Arts   (6 hours)

4.2 Range of art activities in media and electronic art forms

4.3 Experiencing, responding and appreciating media and electronic arts

4.3 Exposure to selective basic skills in media and electronic arts

4.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities

4.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

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Course Work/ Practical/ Field Engagement

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

Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Suggested Readings

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

Keywords: Media,Visual Arts,Performing Arts,Electronic Art

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B. Ed. Special Education (V.I.)

Tittle of the Course : Main Disability Special School (F-1)

(Semester – III)

Hours: 120

Credits: 04

Marks: 100

Sr. No.	Task for the Students teachers	Disability Focus	Educational Setup	No. of lessons
1	Classroom teaching	V.I.	Special schools for V.I.	Min. 90 school period

B. Ed. Special Education (V.I.)

Tittle of the Course: Inclusive School (F-3)

(Semester – III)

Hours: 120

Credits: 04

Marks: 100

Sr. No.	Task for the Students teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	Classroom teaching with special focus on functional academic skills e.g., Braille, Special Equipment, preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	Visually impaired, seeing children and teachers	Inclusive school	120 Hrs	100

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Semester Fourth		
Semester	**Paper**	**Subject**
4th	B.10 (V.I.)	A - Guidance and Counseling B - Early Childhood care & Education C - Applied behavior Analysis D - Community based rehabilitation E - Application ICT in classroom F - Gender and Disability G - Braille and Assistive Devices

4th	B.11 (V.I.)	A - Orientation and Mobility
		B - Communication Option (Oralism)
		C - Communication Options manual
		    (Indian Sign Language)
		D - Augmentative and alternative
		    communication
		E - Management of Learning Disability
		F - Vocational Rehabilitation & Transition
		    to job placement

4th	C.13 (B) (V.I.)	Curriculum, adaptation & strategies for Teaching expanded Core curriculum
4th	C.15 (B) (V.I.)	Technology and Education of the Visually Impaired
4th	D.17	Reading and reflecting on text
4th	D.19	Basic research and basic statistics
4th	F.2	**Other Disability Special School**

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Bachelor Of Special Education (V.I./I/D.)

GUIDANCE & COUNSELLING

Course Code: B 10(A)   **Credits: 02**

Contact week- 15   **Marks: 50(External-35, Internal-15)**

Introduction of the Course

The course deals with the basic concepts of guidance and counseling. The course also discusses about the skills and competencies that are required in a counsellor. The course also aims to develop understanding about the basic process of counseling and the factors which influences the counseling process. The course will also discuss in brief about the person centered approach in counselling. The course touches upon the place of guidance and counseling in Indian schools and also the types of guidance and counseling that may be provided in Inclusive schools.

Learning Outcomes

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

- Define and distinguish between guidance and counseling

- Apply the skills of guidance and counseling in inclusive schools.

- Elucidate the steps involved in the process of counselling

- Understand the application of person centered approach.

- Appreciate the role of counsellor in developing self-image and self-esteem.

- Describe the types and issues of counselling and guidance in inclusive settings.

Unit 1: Introduction to Guidance and Counselling

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

Unit 2: Guidance and Counselling in Inclusive Education

2.1 Current Status with reference to Indian School

2.2 Guidance in Formal and Informal Situations: Within and Outside Classroom,

2.3 Educational Guidance

2.4 Vocational Guidance

2.5 Group Guidance: Group Leadership Styles, Group Processes and Challenges in Group Guidance

Unit 3: Process of Counselling

2.1 Procedure in the counseling process

2.2 Factors influencing counseling process

2.3 The person centered approach to counselling

2.4 Role of counsellor in Developing Self-Esteem in Children

2.5 Types of Counselling in inclusive schools: Child-Centred, Supportive, Family

Practicum/ Field engagement

I. Counselling and report writing on a selected case

II. Simulation of a parent counselling session

III. Report of critical observation of a given counselling session

Essential Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
  - Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
  - Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.
  - Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

Suggested Readings

- Kapunan, R.R. (2004). *Fundamentals of Guidance and Counselling.* Rex Printing Company, Phillipines.
- Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling.* Soujanya Books, New Delhi.

Examination Scheme and Mode:

Total Marks: 50

Internal Assessment: 15 marks

End semester University Examination: 35 marks

The internal assessment of the course may include class participation, assignments, class tests, projects, field work, presentations, or any other as decided by the faculty

Bachelor of Education in Special Education- (B.Ed. SE-VI/ID)

Course Code: B 10(B)   **(Semester: IV)**

EARLY CHILDHOOD CARE AND EDUCATION

Credits: 02   **Contact Hours: 30**   **Marks: 50**

Introduction of the course

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.

Learning OUTCOMES:

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.*

Unit 1: The Early Years: An Overview   (10 Hours)

1.1 Facts about Early Childhood Learning & Development

1.2 Neural Plasticity

1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills

1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children

1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit2: Early Education of Children with Disabilities. (10 Hours)

2.1 Young Children at Risk & Child Tracking

2.2 Interdisciplinary Assessments & Intervention Plans

2.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills

2.5 Evidenced Based Practices for Early Intervention

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Unit 3: Inclusive Early Childhood Educational (ECE) Practices   (10 Hours)

3.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipment, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning

3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

3.5 School Readiness and Transitions

Practical/ Field Engagements

I.   Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years

II. Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs

Transactions: Visits, Observations & Workshops.

Essential Readings

Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.

Dunn, S.G., & Dunn, K. (1992). *Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6*. Massachusetts: Allyn & Bacon.

Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.

Klausmeir, H.J., & Sipple, T.S. (1980). *Learning & Teaching Concepts. A strategy for testing applications of theory*. New York: Academic Press.

Mohanty, J., & Mohanty, B. (1999). *Early Chilhood Care and Education*. Delhi: Offset Printers.

Suggested Readings

Barbour, N., & Seefeldt, C. (1998). *.Early Childhood Education. An Introduction* (4th Eds). U.K: Prentice Hall.

Broman, B. C. (1978). *The Early Years in Childhood Education*. Chicago: RandMcNally College Publishing Company.

Catron, C.E., & Allen, J. (1993). *Early Childhood Curriculum*. New York: MacMillan Publishing Company.

Dahlberg, G. , Moss, P. & Pence, A. (2007). *Beyond Quality in Early Childhood Care and Education. (2nd Ed.)*. New York: Routledge Publication.

Dopyera, M.L., & Dopyera, J. (1977). *Becoming a Teacher of Young Children*. New York: Random House Publications.

Gordon, I.J. (1972). *Early Childhood Education*. Chicago: Chicago University Press.

Hamilton, D.S. & Flemming, (1990). *Resources for Creative Teaching in Early Childhood Education* (2nd Edition). Tokyo: Harcourt Brace Jovanvich.

Hilderbrand, V. (1991). *Introduction to Earcly Childhood Education*. New York: MacMillan Publishing.

Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. London: Lawrence Erlbaum Associates Publishers.

Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). *Aspects of Early Childhood Education. Theory to Reserch to Practice*. New York: Academic Press.

Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early Childhood Education*. Englewood Cliffs, New Jersey: Prentice Hall,

Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Ohio: Merrill Prentice Hall.

Bachelor of Education (B.Ed. V.I./ID)

Title of the Course: B- 10 (C) Applied Behaviour Analysis
(Semester: IV)

Credits: 2
MM: 50 (External: 35; Internal: 15)
Contact Weeks: 15

Introduction of the Course

This course will develop an understanding among student-teachers about dealing of challenging & Mal-adaptive behaviour in CW (V.I./ID. It will enhance the skill of assessing a behaviour and accordingly applying relevant technique to cater the challenging behaviour.

Learning Outcomes
After completion of the course student will be able to:
● Develop and understanding of the underlying principles and assumptions of applied behavioural analysis

● Use various measures of behavioural assessment • Apply methods of ABA in teaching and learning environments

● Integrate techniques of ABA in teaching programs

● Select suitable strategies for managing challenging behaviours

Unit I: Introduction to Applied Behaviour Analysis (ABA)   (5 weeks)

1.1 Principles of Behavioural Approach

1.2 ABA - Concept and definition

1.3 Assumptions of ABA – Classical and Operant Conditioning

1.4 Behaviour- definition and feature

1.5 Assessment of Behaviour -Functional Analysis of Behaviour, Behaviour Recording Systems

Unit 2: Strategies of Positive Behaviour Support   (5 weeks)
2.1 Selection of behavioural goals

2.2 Reinforcement

- Types : Positive and Negative, Primary and Secondary

-Schedules: Continuous, Fixed ratio, Fixed interval, Variable ratio, Variable interval

2.3 Discrete Trial Teaching

-Discriminative stimulus -characteristics

-Response

-Types of Prompts: Physical,Gestural, Pointing ,Visual, Positional,Verbal

-Consequence -characteristics

-Inter-trial interval

2.4 Application of ABA in Group Setting

-Negotiation and Contract

-Token Economy

-Response Cost

-Pairing & Fading

2.5 Leadership role of teacher in promoting positive behavior

Unit 3: Management of Challenging Behaviour　　　　**(5 weeks)**
3.1 Differential reinforcements of behaviour

3.2 Extinction and Time out

3.3 Response cost and overcorrection

3.4 Maintenance

3.5 Generalization and fading

Practicum/ Suggested Projects / Assignments (Any Two)

Conduct a functional analysis of behaviour of a given case and submit report.

Develop and submit an ABA program for management of a challenging behaviour.

Develop teaching material for Discrete Trial Teaching/Pivotal Response Training.

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Essential/ Recommended Readings

● Bailey, J., & Burch, M. (2011). Ethics for Behaviour Analysts. Routledge, New York.

● Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). Applied Behaviour Analysis. Pearson Publications.

● Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). Handbook of Applied Behaviour Analysis. Guilford Press, New York.

● Kearney, A. J. (2007). Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals. Jessica Kingsley, Philadelphia.

● Lewis, P. (2006). Achieving Best Behaviour for Children with Developmental Disabilities. Jessica Kingsley Publishers London

Additional Readings

• Aune, B., Burt, B., & Gennaro, P. (2013). Behaviour Solutions for the Inclusive Classroom. Future Horizons Inc, Texas.

• Moyes, R.A. (2002). Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom. Jessica Kingsley Publishers London.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Key words : Behaviour,Reinforcement,Adaptive, Functional analysis

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Bachelor of Education in Special Education- Visual Impairment (B.Ed. SE-VI/ ID)
(Semester: IV)
Course code: B-10 D

Title of the Course: COMMUNITY BASED REHABILITATION

Credits: 02
MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

CBR is a goal-oriented, individual need based, cost effective and result-oriented strategy of providing time bound and appropriate services within the community, with its active participation, involvement and with fullest use of its resources. CBR strategy aims at confidence building of the community, bringing out efficiency of individual and promoting active participation, involvement and integration of the individual in community life. It seeks community participation at the planning, execution, management and monitoring of CBR programme. It ensures community's support to protection of human rights, equal participation, equity, social justice, equal participation and complete development of the individual.

Learning Outcomes

After completion of the course student 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.

Unit I: Introduction to Community Based Rehabilitation (CBR) (5 weeks)

1.1 Concept and Definition of CBR
1.2 Principles of CBR
1.3 Difference between CBR and Institutional Living
1.4 Socio-cultural and Economic Contexts of CBR
1.5 Scope and Inclusion of CBR in Government Policies and Programs

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Unit 2: Preparing Community for CBR   (5 weeks)

2.1 Awareness Program-Types and Methods
2.2 Advocacy - Citizen and Self
2.3 Focus Group Discussion
2.4 Family Counselling and Family Support Groups
2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR   (5 weeks)

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

Practicum/ Suggested Projects / Assignments (Any Two)

Practicum/ Field Engagement

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

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

Essential/ Recommended Readings
Sample

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual.* Global-HELP Publications, California.

- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities,* P.H. Brookes, Baltimore.

- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model.* Campus Press Inc. York University.

- Peat, M. (1997). *Community Based Rehabilitation,* W.B. Saunders Company.

- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances, —*

Ministry of Social Welfare, Govt. of India, New Delhi.

* *Scheme of Assistance to Organizations for Disabled Persons,* Ministry of Social Welfare, Govt. of India, New Delhi.

* WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation,* Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)

* WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

Keywords: Community Based Rehabilitation, FGD, Advocacy

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Bachelor of Education in Special Education- (B.Ed. SE-VI/ID)

Course Code: B 10(E)   (Semester: IV)

APPLICATION OF ICT IN CLASSROOM

Credits: 02

Contact Hours: 30   **Marks: 50**

Introduction of the Course

This course has dual purpose: firstly it aims to orient the teacher trainee to various applications of Information and Communication Technology in teaching learning process; and secondly it intends to orient the learners to understand the scope and application of ICT for students with disabilities. The course includes uses of all kinds of media and computer in order to give hands on experience of applying ICT in various learning environments as well to familiarize the student teacher with different modes of computer based learning.

Learning Outcomes:

After completing the course the student teacher will be able to

Gauge the varying dimensions in respect of ICT and Applications in Special Education.
Delineate the special roles of ICT Applications.
Acquire Familiarity with Different Modes of Computer-Based Learning.

Unit 1: Information Communication Technology (ICT) and Special Education. (10 hours)

1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'

1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)

1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy

1.4 Three as of ICT Application—Access, Availability, Affordability

1.5 Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers   (10 hours)

2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education

2.2 Computers: Functional Knowledge of Operating Computers-On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and

Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources

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

2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 3: Visualising Technology-Supported Learning Situations   (10 hours)

3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme

3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions

3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects

3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing

3.5 Identifying and Applying Software for Managing Disability Specific Problems

Course Work/ Practical/ Field Engagement (any Two of the following)

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

Essential Readings

Abbot, C. (2001). *ICT: Changing Education.* Routledge Falmer.

Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion.* Open University Press.

Suggested Readings

• Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2.* International Society for Technology in Education.

Bachelor of Education in Special Education- (B.Ed. SE-VI/ID)

(Semester: IV)

Course code: B-10 F

GENDER AND DISABILITY

Credits: 02

Contact Hours: 30   **Marks: 50**

Learning Outcomes:

After completion of this course the student-teachers will be able to

- *Develop an understanding of human rights based approach in context of disability.*
- *Explain the impact of gender on disability.*
- *Describe the personal and demographic perspectives of gender and disability.*
- *Analyse the issues related to disabled women and girl children.*

Unit 1: Human Right-based Approach and Disability   10 Hours

1.1 Human Rights-Based Approach: Concept and History
1.2 Principles of Human Rights-Based Approach
- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law
1.3 Elements of Human Rights System
- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society

1.4 Advantage of Human Rights-Based Approach
1.5 Implications for Disability

- Empowerment
- Enforceability
- Indivisibility
- Participation

Unit 2: Gender and Disability   10 Hours

2.1 Sex & Gender: Concept & Difference

2.2 Impairment & Disability: Concept & Difference

2.3 Gendered Experience of Disability

Public Domain: School and Outside School
- Private and Familial Domain
- Normalization and Social Role Valorisation

2.4 Gender and Disability Analysis: Techniques and Strategies

2.5 Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability   10 Hours

3.1 Inclusive Equality

- Access to Family Life
- Access to Education, Vocational Training and Employment
- Access to Political Participation

3.2 Factors Contributing to Disability

- Gender-Based Violence in School and Within Family
- Traditional Practices

3.3 Sexual and Reproductive Health

3.4 Teacher's Role in Promoting Gender Equality

3.5 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

I. Study the case of a woman with disability and submit a report

II. Review selected paper/s authored by women with disability III.
Conduct a gender analysis of a selected disability Act/Policy

Transaction

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, and issue-based classroom interactions in addition to lectures and seminars.

Essential Readings

Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East.* Oxfam, UK.

Hans, A. (2015). *Disability, Gender and the Trajectories of Power.* Sage Publications

Pvt. Ltd.

Meekosha, H. (2004). *Gender and Disability.* Sage Encyclopaedia of Disability.

O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*, Dunedin Academic.

Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World.* Oxford University Press.

Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race.* NYU Press, USA.

Smith, B. G., & Hutchison, B. (2013). *Gendering Disability.* Rutger University Press, New Jersey.

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BRAILLE AND ASSISTIVE DEVICES

Semester-IV

Course Code: B 10 (G)   **Credits: 02**

Contact Week: 8   **Maximum Marks: 50 (External -35 & Internal 15)**

Introduction of the Course

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.

Learning Ourcomes

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

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

Unit 1: Braille   (10 hours)

1.1 Louis Braille and the Evolution of Braille
1.2 Continuing Relevance of Braille vis-a-vis Audio Material
1.3 Braille, Contractions and Abbreviations--English Braille
1.4 Bharti Hindi/Regional Braille (Language), Braille Mathematics Code
1.5 Braille Reading and Writing Processes

Unit 2: Braille Devices — Types, Description, Relevance   (10 hours)

2.1 Tradiitional Braille Writing Devices- Slate and Stylus, Brailler
2.2 Electronic Devices— Note takers and Refreshable Braille Displays
2.3 Braille Embossers
2.4 Braille Translation Software
2.5 Screen Readers-JAWS,NVDA & Narrator

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Unit 3: Other Devices - Types, Description, Relevance   (10 hours)

3.1 Mathematical Devices: Taylor Frame and Types, AlgebraTypes, Abacus, Geometry Kit

3.2 Geography: Maps--Relief, Embossed, Models

3.3 Science Material

3.4 Low Vision Aids—Optical, Non-Optical, Vision Training Material

3.5 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

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

    b. Draw up an item-wise price list of at least ten devices from different sources.

    c. Prepare a presentation - Oral/ Powerpoint - on the relevance of Braille for children with visual impairment.

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

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

Essential Readings

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

• Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Pittsburgh: Stanwick House.

• Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C. Thomas.

• Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya.

• Manual on Bharti Braille (1980). Dehradun: NIVH

• Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. New York: AFB.

• Proceedings: National Conference on Past and Present Status of Braille in India(2001). New Delhi: All India Confederation of the Blind.

Suggested Readings

• Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. Geneva: UNESCO.

• Mani, M.N.G. (1992). Techniques of Teaching Blind Children. N.Delhi: Sterling Publishers.

• Mellor, M. C. (2006). Louis Braille A Touch of Genius. Boston: National Braille Press

B.Ed. Special Education (V.I./ I.D.)

Title of the Course: Orientation and Mobility B-11(A)
(Semester: IV)

Credits: 2
MM: 50 (External: 35   Internal: 15)
Contact Week 15

Introduction of the Course

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.

Learning Outcomes

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.*

Unit I: Introduction to Orientation and Mobility   (3 weeks)

1.1 Orientation and Mobility — Definition, Importance and Scope
1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
1.3 Roles of Other Senses in O&M Training
1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training
1.5 Blindfold — Rationale and Uses for the Teacher

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Unit 2: Human/ Sighted Guide Technique   (3 weeks)

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

Unit 3: Pre-Cane Skills   (3 weeks)

3.1 Upper and Lower Body protection
3.2 Room Familiarization
3.3 Using Oral Description for Orientation
3.4 Search Patterns
3.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices   (3 weeks)

4.1 Canes — Types, Parts, Six Considerations
4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
4.3 Use of Public Transport
4.4 Asking for Help: When and How
4.5 Electronic Devices, Tactile and Auditory Maps — Description and Uses

Unit 5: Training In Independent Living Skills   (3 weeks)

5.1 Self Care, Gait and Posture
5.2 Personal Grooming
5.3 Eating Skills and Etiquette
5.4 Identification of Coins and Currency Notes
5.5 Basics of Signature Writing

Practicum/ field engagement/Suggested Projects / Assignments (Any Two)

Undertake any two of the following

    a. Act as a sighted guide in different situations/settings.
    b. Prepare a list of canes and other devices available with various sources along with prices.
    c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).
    d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.

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

Essential Readings

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). New York: AFB Press.
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children.IAP, North Carolina
- Dubey, S.K, (2022), Drishtibadhit Vyakti Aur Anusthiti Gyan Evam Gamyata Preshikshan, Kanishka Publishers and Distributors, New Delhi.
- Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired.: AFB Press, New York.
- Jaekle, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. Christoffel Blinden Mission.
- Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
- Smith, A.J. & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives, AFB Press, New York.

Additional Readings

- Dodds, Allan (1986). Mobility Training for Visually Handicapped People. London: Croom Helm.
- Hill, Everett and Ponder, Purvis (1976). Orientation and Mobility Techniques. AFB, New York.
- Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. AFB Press, New York.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective

expression and learning will be encouraged. This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities.

Keywords: Pre-reading,Pre Writing,Posture,Grooming,Mobility

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B.Ed. Special Education- Intellectual Disability/Visual Impairment

B-11(B) COMMUNICATION OPTIONS: ORALISM

Semester IV

Credits: 02

Marks: 50 (External-35, Internal-15)

Contact Hours: 15 Weeks

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 judgemental 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.

Learning Outcome

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.

Unit 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)

1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns

1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options

1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers

1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

2.1 Difference Between Uni Sensory and Multi Sensory Approach in Oralism

2.2 Oracy To Literacy: Why and How

2.3 Speech Reading: Need, Role and Strategies in All Communication Options

2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies

2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

Unit 3: Skill Development Required for Oralism

3.1 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills

3.2 Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact

3.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading

3.4 Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes

3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)

Unit 4: Skill Development Auditory Verbal (AV) Approach

4.1 AV Approach: Meaning, Misconcepts and Justification

4.2 Stages of Auditory Hierarchy

4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment

4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions

4.5 Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition

Unit 5: Implementing Oralism and AV Approach in Indian Special Schools & Summing up

5.1 Use Of Oralism and AV Approach in Indian Special Schools: Current Scenario

5.2 Oralism / AV Approach: Prerequisites for Special Schools

5.3 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites

5.4 Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)

5.5 Reflections On The Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

I. Watching Video's of Individual Sessions and Classroom Teaching
II. Role Play and Dramatization
III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it

V. Interacting with Non Disabled Children for Practicing Expansion of Ideas

Essential Readings

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005).   *Speech Science Primer (4ʰ)* Lippincott Williams aAnd Wilkins: Philadelphia.

- *Dhvani* (English). Balvidyalaya Publication: Chennai.

- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice* , Ag Bell

- Heller, R. (1999). *Managing Change.* Dk Publishing: New York.

- Ling, D. (1990). *Acoustics, Audition Aand Speech Reception. (Cd)*Alexandria, Auditory Verbal International.

- Paul, P. V. (2009). *Language and Deafness.* Jones And Bartlett: Boston.

- *Communication Options And Students With Deafness.* (2010). Rehabilitation Council of India, New Delhi.

Suggested Readings

- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K - 8. Allyn And Bacon. Boston

- Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2ⁿᵈ Ed.).Plural Publishing Inc,San Diego, CA.

- Dhvani (Marathi). Balvidyalaya - Cym Publication

- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.

- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.

- Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation.

- Heller, R. (1999). Effective Leadership. Dk Publishing: New York.

- Heller, R. (1999). Managing Change. Dk Publishing: New York.

- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.

- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal

- Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.

- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.

- Resource Book on Hearing Impairment. AYJNIHH Publication.

- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

Examination Scheme and Mode:

Total Marks: 50

Internal Assessment: 15 marks

End semester University Examination: 35 marks

The internal assessment of the course may include class participation, assignments, classtests, projects, field work, presentations, or any other as decided by the faculty

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B.Ed. Special Education ID&VI

B11© : Skill based optional courses (Disability specialization)
C: Communication options Manual (Indian Sign Language)

(Semester: IV)

Credits: 2
MM: 50 (External: 35   Internal: 15)
Contact Week 15

Introduction of the Course

Communication, language and speech have always been at the centre stage when education of children with hearing impairment is being discussed. In compliance with the NEP, 2020 which recognizes the significance of Indian Sign Language and puts emphasis on developing curriculum material in Indian Sign Language for teaching children with hearing impairment this course intends to expose the prospective teachers to the manual mode of communication options for children with hearing impairment. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers to understand the sign language as a communication option for deaf children and its' importance in their life. It will provide an opportunity to the prospective teachers develop basic signing skills. Moreover, learning this optional course is also expected to encourage the prospective teachers to take wider Career Choices in future.

Learning Outcomes
After completion of the course student will be able to: (Number is not fixed)

1. Discuss various manual mode of communication for children with hearing impairment.
2. Discuss the relevant issues like literacy, inclusion and training with reference to manual options of communication.
3. Describe the manual modes of communication in the light of issues like language, culture and identity.
4. Develop basic level of sign language skills.

Unit I: Understanding Deafness   (5 weeks)

1.1 Models of deafness
1.2 Deafness with Reference to Culture, Language, Identity.
1.3 Understanding Deaf culture: Values, social rules, norms, behaviors, and traditions of Deaf people
1.4 Deaf community: Meaning and Factors that determine membership in the Deaf community/culture

Unit 2: Manual mode of communication options   (5 weeks)

2.1 Introduction to manual modes of communication

2.2 Oralism Vs manualism debate

2.3 Use of Simcom and Sign Bilingualism in Indian Schools: Current Scenario

2.4 Challenges, Prerequisites and Fulfilling Prerequisites for incorporating manual modes of communication in Indian schools

2.5 Basic Awareness of Difference between ISL and ISS; Myths and Facts

Unit 3: ISL Skill development   (5 weeks)

3.1 Fingerspelling

3.2 Practicing "words" in ISL (numbers, weeks, months, states, countries, festivals, colours, fruits, vegetables etc); Appropriate Language, Turn Taking and Eye Contact

3.3 Practicing Natural Signing in Short Common Conversations

3.4 Practicing Natural Signing in Stories/Poems/Narrations/Jokes

3.5 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs

Practicum/ Suggested Projects / Assignments (Any Two)

- Watching Videos of Individual Sessions and Classroom Teaching of Signing II. Role Play and Dramatization in ISL
- Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
- Recording Self Narrated Stories/ Poems and Writing Reflection
- Interacting with Deaf for Practicing Expansion of Ideas
- Field visit to AYJNISHD and ISLRTC

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

Essential Readings

- *Communication Options and Students with Deafness.* (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change.* DK Publishing: New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness.* Jones And Bartlett: Boston.
- *Teaching Learning ISL Material Developed* at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum

- Zeshan, U. (2000). *Sign Language in Indo-Pakistan.* John Benjamins Pub. Co, Philadelphia.

Suggested Readings

- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables:Using ASL summaries to improve reading comprehension. *American Annals of the Deaf, 139(3),* 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S).* Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India.*(2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.: Gallaudet College Press.
- Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.
- Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, A. (2008).*Language and Communication.* DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf, 139,* 378-386.
- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya,Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf, 132,* 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms.* Prentice Hall Inc. New Jersy.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

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Key words: Finger Spelling,Communication,SIMCOM

Bachelor of Education in Special Education- (B.Ed. SE-V.I./ID)
(Semester: IV)
Course code: B 11(D)

Title of the Course: AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Credits: 04
MM: 100 (External: 70 Internal: 30)
Contact Week 15

Introduction of the Course

Augmentative and alternative communication (AAC) refers to the strategies, tools, and systems used to enhance or supplement the communication abilities of individuals who have difficulty using speech to convey their thoughts and ideas. These methods are essential for individuals with speech impairments, cognitive disabilities, or other conditions that limit their ability to communicate effectively. In this essay, we will discuss the various types of AAC, the benefits they provide, and the role they play in improving the lives of those who use them. AAC provides special educators with tools to facilitate effective communication with students who have complex communication needs. By using AAC systems, educators can help students express their thoughts, needs, and emotions, leading to improved social interactions and academic engagement.

Learning Outcome

The student-teachers will be equipped with a basic knowledge of AAC, AAC systems, AAC assessment, programme planning and strategies. This will enable special education teachers:

- To comprehensive understanding of various augmentative and alternative communication (AAC) systems, including low-tech and high-tech options, and their applications in supporting individuals with communication challenges.
- To develop the skills to assess the communication needs of students with disabilities and effectively implement AAC strategies tailored to individual abilities and requirements.
- To collaborate with speech-language pathologists, occupational therapists, and other professionals to create and implement AAC plans that address the diverse needs of students with disabilities.
- To advocate for the rights of individuals with disabilities to access appropriate AAC supports and empower them to participate more fully in educational and social activities.

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Unit 1: Organizational frame work for Communication: (3 weeks)

1.1 Normal development of speech, language and communication

1.2 Factors that influence communication, speech and language in relation to each other

1.3 Levels of communication in children: Functional (Emergent), Situational (Context dependent) & Independent (Creative)

Unit 2: Basic principles of AAC interventions: (3 weeks)

2.1 Child - Child capacity

2.2 Child capacity and context

2.3 Working towards symbolic expression

2.4 Communication skills and

2.5 Functions

Unit 3: Areas of AAC Assessment: (3 weeks)

3.1 Sensory areas

3.2 Cognition, communication and language

3.3 Posture and positioning. Motor planning and control

3.4 Scanning

3.5 Environment, Interaction & Symbols

Unit 4: Context of Communication: (3 weeks)

4.1 Partner /skills, user skills and environment

4.2 Competency development - types of competencies and its development

4.2.1Linguistic competence

4.2.2Operational Competence

4.2.3Social competence

4.2.4Strategic competence

Unit 5: Introduction to communication tools and Access Mode: (3 weeks)

5.1 Types of AAC devices and systems

5.2 Access to communication charts - hand, finger, eye point

5.3 Access to devices: Switches - hand switch, blow switch, infrared devices, etc. & Software - scan mode combined with a switch

5.4 Selection of AAC: Child competency and environment; Design, Access, Motor, Devices

5.5 Challenges in the development of AAC and Literacy: Grammar; spelling, Building Vocabulary, richness of language & Motor expression

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Internal Assessment:

a. Class test: 10 Marks

b. Assignment: 5 Marks

c. d. Attendance: 05 Marks

End Semester Exam: 35 Marks

Total Marks: 50 Marks

Suggested Reading:

• Silverman, F.H. (1994).Communication for the Speechless (3rd Edn.). Allyn & Bacon, Boston.

• David R. Beukelman, D. R., & Mirenda, P (2013). Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4th Edn.) Brookes Publishing Co. Baltimore.

• Lynch, C., & Cooper, J. (1991).Early Communication Skills: Practical Activities for Teachers and Therapists, Speechmark Publishing Ltd, Bicester, Oxon

• Warrick, A., & Kaul, S. (1997). Their manner of speaking: augmentative communication for children and young adults with severe speech disorders, Indian Institute of Cerebral Palsy, Kolkata

• Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor ,G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough Lodge, Nuffield Orthopedic Centre, Oxford OX3 7 LD

• Tina, D., & Mike, D. (1997).Literacy Through Symbols: Improving Access for Children and Adults, David Fulton Publishers, London.

• McCurtin, A., & Geraldine, M. (2000). The Manual of AAC Assessment. Speechmark Publishing Ltd., London

Bachelor of Education in Special Education- (B.Ed. SE-ID/VI)

(Semester: IV)

Course code: B (11E)

MANAGEMENT OF LEARNING DISABILITY

Credits: 02.   **Contact Hours: 30**   **Marks: 50**

Introduction of the course

This course will provide an understanding of the types and characteristics of Children with Learning Disabilities and their associated condition. The course will include assessment of basic curricular skills, standardized tests and interpretation of test report. This course, grounded in research based interventions, is designed to assess all who work with students in special and regular education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

Learning Outcomes

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

- *Explain the concept, causes and characteristics of learning disabilities.*
- *Discus different types of learning disabilities and its associated conditions.*
- *Develop teacher made assessment test in curricular areas.*
- *Plan appropriate teaching strategies as per the specific needs of children with learning disability.*

Unit 1: Learning Disabilities: Types (10 hours)

1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.

1.2 Non-verbal learning disabilities

1.3 Language Disorders

1.4 Associated Conditions: ADHD & ADD

1.5 Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills (10 hours)

2.1 Assessment of Readiness Skills

2.2 Assessment of Reading, Writing and Math skills

2.3 Teacher made test

2.4 Standardized Tests: Need, Types & Purpose

2.5 Interpretation of Test report

Unit 3: Intervention Strategies in Basic Skills of Learning (10 hours)

3.1 Language skills

3.2 Reading

3.3 Writing

3.4 Maths skills

3.5. Study skills

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton - New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston.

Suggested Readings

- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) . Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley &Sons,Ltd. London.
- Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India: willing the mind to learn. Sage Publication, New Delhi
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. .Corwin Press,California

- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H.Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge, NewYork.
- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. . Kanishka publishers, New Delhi.
- Reddy, G.L., & Ramar, R.(2000). Education of children with special needs, New Delhi - Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.)Amsterdam. Elsevier Academic Press.

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Bachelor of Education in Special Education- Intellectual Disabilities (B.Ed. SE-ID/VI)

(Semester: IV)

Course code: B (11 F)

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B 11(F)   Credits: 02

Contact Hours: 30   Marks: 50

Learning Outcomes

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.*

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation (10 hours)

1.1. Definition, meaning and scope of Vocational Education

1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment

1.3. Approaches and models of Vocational training

1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools

1.5. Approaches & Principles of vocational assessment

Unit 2: Vocational Transition & Curriculum Planning (10 hours)

2.1. Concept, meaning, importance of transition

2.2. Vocational transition models

2.3. Transitional Planning at pre-vocational & post-vocational level

2.4. Development of Individualized Vocational Transitional Plan

2.5. Development of Vocational Curriculum

Unit 3: Process of Vocational Rehabilitation & Placement (10 hours)

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3.1. Types of Employment Settings

3.2. Process of Job Placement & Creation of Need-based Employment Settings

3.3. Adaptations, Accommodation, Safety Skills and First Aid

3.4. Self -Advocacy & Self Determination Skill Training

3.5. Equal opportunities and attitudes towards persons with disabilities

Hands on Experience

Developing curriculum on any vocational skill

Administering any vocational assessment tool

Visit to any vocation Institution

Suggested Readings

McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students With Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.

Kutty, A.T., &. Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.

Kutty, A.T., &. Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work - A Guide, NIMH Publications, Secunderabad.

Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.

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

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

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

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Bachelor of Education in Special Education- (B.Ed. SE-V.I./I.D.)
(Semester: IV)
Course code: C 13

Title of the Course: CURICULUM, ADAPTATION AND STRATEGIES FOR TAHING EXPANDED CORE CURRICULUM

Credits: 04
MM: 100 (External: 70 Internal: 30)
Contact Week: 15

Introduction of the Course

Curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum unique to visual impairment. Apart from that certain curricular adaptations and modifications are required to be done to enable the students to access visually oriented concepts. Adapted physical education and creative arts also form a part of this course of study.

Learning Outcomes
After completion of the course student will be able to:

1. Define curriculum, its types and explain its importance.
2. Demonstrate techniques of teaching functional academic skills.

3. Explain importance and components of independent living skills.

4. Explain curricular adaptations with reasonable accommodations.
5. Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.

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Unit I: Concept and Types of Curriculum   (3 weeks)

1.1 Concept, Meaning and Need for Curriculum

1.2 Curricular Approaches in Special Education - Developmental, Functional, Eclectic and Universal design for learning Approach

1.3 Types of Curriculum - need based, knowledge based, activity based, skill based and hidden curriculum

1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired

1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Unit 2: Teaching Functional Academics Skills   (3 weeks)

2.1 Learning media assessment

2.2 Braille reading readiness

2.3 Techniques of teaching Braille

2.4 Techniques of Teaching print to children with low vision

2.5 Braille aids and devices, optical devices for print reading and writing

Unit 3: Teaching of Independent Living Skills   (3 weeks)

3.1 Independent living skills - Meaning, Importance, Components

3.2 Orientation and Mobility - need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids

3.3 Daily living skills - assessment of needs and techniques of teaching age appropriate daily living skills

3.4 Sensory efficiency - importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision

3.5 Techniques of teaching social interaction skills, leisure and recreation skills and self - determination

Unit 4: Curricular Adaptation   (3 weeks)

4.1 Curricular adaptation - Need, Importance and Process

4.2 Reasonable accommodation - Need and Planning

4.3 Planning of lessons for teaching Expanded Core Curriculum - Individualized Education Program writing

4.4 Pedagogical Strategic - Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching

4.5 Preparation of Teaching Learning Material for ECC - Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

Unit 5: Curricular Activities   (3 weeks)

5.1 Curricular activities - Meaning and Need for Adaptation.

5.2 Adaptation of Physical education activities and Yoga

5.3 Adaptation of Games and Sports - both Indoor and Outdoor

5.4 Creative Arts for the children with visual impairment

5.5 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

Practicum/ Suggested Projects / Assignments (Any Two)

- Prepare reading readiness material for pre-school children with visual impairment
- Preparation and presentation of a kit to develop sensory efficiency
- Select one chapter from a primary level text book of your choice and adapt it for learners with visual impairment
- Adapt one diagram and one map from secondary classes into non-visual format

Essential/ Recommended Readings

- Lowenfeld, B. (1971). Our blind children: Growing and learning with them, Springfield, Charles C. Thomas.

- Aggarwal, J.C. (2005). Curriculum development.Shipra Publication. Delhi
- Arora, V. (2005). Yoga with visually challenged.: Radhakrishna Publication, New Delhi

- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.

- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.

- Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North Carolina.

- Dickman, I.R. (1985). Making life more liveable. AFB, New York.

- Dodds, A. (1988). Mobolity training for visually handicapped people. Croom Helm. London.

- Dubey, S.K. (2012). Drishtibadha aur awasayak kaushal (Hindi). New Delhi: Kanishka Publication.

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- Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, New York.

- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi

- Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.

- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt.Ltd. New Delhi.

- Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.

- Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.

- Mason, H., & Stephen McCall, S.(2003) . Visual Impairment - Access to Education for Children and Young people. David Fulton Publishers, London.

- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.

- Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.

- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

- Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility.AFB, New York.

Additional Readings

- Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.

- Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth:Theory and Practice. AFB Press, New York.

- National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.

Keywords: Olfactory, Functional curriculum,Core curriculum,Independent living skills

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Bachelor of Education (B.Ed. Special Education V.I./ ID)

TITLE OF THE COURSE: TECHNOLOGY AND EDUCATION OF THE LEARNER WITH VISUAL IMPAIRMENT

Course Code: C-15
(Semester: V)

Credits: 4

MM: 100 (External: 70   Internal: 30)

Contact Week 15

Introduction of the Course

Technology in the form of adaptive and assistive devices, play a crucial role in the education of the Learners with visual impairment. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the learners with visual impairment. While highlighting the significance of addressing the users point of view/feedback and involving mainstream professionals in developing required technologies, the course also dwells upon on how best students with visual impairment get access to the printed text/material. The course also acquaints the student-teachers with various devices for making the teaching-learning process for important school subjects meaningful, exciting and rewarding for all concerned. The educational needs of children with low vision and related technological perspectives are addressed, too, along with critical contributions of computer-aided learning and interventions.

In short, the course focuses on making transaction of curriculum for students with blind and low vision, a really enjoyable and worthwhile experience. It needs to be studied in conjunction with course Code C14 of the curriculum.

Learning Outcomes

After completing the course student-teachers will be able to

1. *Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.*
2. *Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.*
3. *Get familiar with technologies for print-access for children with visual impairment.*
4. *Describe and use different technologies for teaching low vision children as also various school subjects.*
5. *Design and utilize ICT based teaching-learning tools for inclusive classrooms with*

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learners with VI.

6. Design and implement effective instructional strategies for teaching core subjects and life skills to students with visual impairments.

Unit 1: Introducing Educational and Information Communication Technology (12 hours)

1.1 Educational Technology-Concept, Importance, and Scope

1.2 Difference between Educational Technology and Technology in Education

1.3 Significance and Goals of Technology for the Education of children with Visual Impairment

1.4 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired

1.5 Policy and programmes in Indian context related to use of ICT for learners with disabilities. NEP 2020, National Curriculum Framework 2023(for all levels), UNCRPD.

Unit 2: Adaptive Technologies (12 hours)

2.1 Concept and Purposes of Adaptive Technology

2.2 Universal and Inclusive learning Design - Concept, Advantages, and Limitations.

2.3 Issues and challenges related to Access, Affordability, and Availability in context of technology.

2.4 Technological tools for addressing issues and challenges related to learning.

2.5 Adaptive technology for addressing issues and challenges related to education of learners with visual impairment.

Unit 3: Access for the Learners with Visual Impairment (12 hours)

3.1 Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.

3.2 Braille Note takers and Stand-alone Reading Machines

3.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers

3.4 Open Educational Resources (OER). On-Line Libraries and open online sharing platforms.

3.5 Daisy Books, Recordings, and Smart Phones.

Unit 4: Assistive Technologies for the Learner with visual impairment with Reference to School Subjects (12 hours)

4.1 Artificial Intelligence and pedagogy for learner with visual impairment.

4.2 Mathematics: ICT integrated devices and softwares like, Taylor Frame, Abacus, Geo Board, Algebra and Maths Types,
Measuring Tapes, Scales, and Soft-wares for teaching Maths.

4.3 Science: ICT integrated devices and softwares like, Thermometers, Colour Probes, Scientific and Maths Talking Calculators,Light Probes, and Weighing scales and Soft-wares for teaching Science.

4.4 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS

4.4 Devices to address low vision: Optical, Non-Optical and Projective

4.5 Technology and Softwares for developing tactile
diagrams

Unit 5: Digital Learning Tools and Platforms for Learners with Visual Impairment (12 hours)

5.1 Assistive devices for communication, mobility, and orientation.

5.2 Promoting social-emotional well-being and self-advocacy skills for students with visual impairments. Social Media Platforms, Creation of Blogs, Conferencing etc.

5.3 Distance Learning and ICT

5.4 e-Classroom: Concept and Adaptations for Learners with Visual Impairment

Any three of the following

- Curate a list of devices, softwares and OERs for Social Science, Languages, Mathematics and Science that can be used for learners with visual impairment in special and inclusive setups.
- Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit 3 above.
- Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them using technological developments.
- Prepare a short note (in about 400 words) on various aspects of teaching your subject in an inclusive classroom (having learners with VI) and
how it could be made accessible to the learners with visual impairment.

Essential Readings

- Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.

- Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts, Kuala Lumpur: American Foundation for the Overseas Blind.

Chander, S.(2017). Teaching science to learners with visual impairment / Subhash Chander.-- New Delhi : SR Publishing House, ISBN : 978-93-82884-66-8.
- Chander, S.(2018). *Developments in Information and Communication Technology for Inclusive Education:Issues of Access and Pedagogy. In Psychological and Sociological Perspectives in Diversity and Inclusion:An Anthrology for Researchers and Practictioners. Ed. By Saxena, V. and Kumar, S. . Kanishka Publication.Delhi*
- Chander S. and Patra G. (2021). Education of Children with Disabilities: Exploring Possibilities with Artificial Intelligence. Pedagogy of Learning, 7 (3), 29-35.

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- Mani. M.N.G. (1997).Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.

- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.

- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). New Delhi: Asian Blind Union

- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

- Scheiman, M., Scheiman, M., & Whittaker, S. (2006). Low Vision Rehabilitation: a practical guide for occupational therapists. Thorefore Slack Incorp, New Jersy.

- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

- Singh, J. P. (2003). Technology for the Blind: Concept and Context. Kanishka Publication, New Delhi.

- Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka Publication, New Delhi.

Suggested Readings

- Chander, S. and Arora, C. (2019). Connectivism Pedagogy and Virtual Learning Environment-Two Sides of the Same Coin. Distance and Open Learning:Challenges and Opportunities in the current Scenario. Published by Jamia Millia Islamia. 978-81-943147-4-5

- Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers. Kanishka Publication, New Delhi.

- Hersh, M.A., & Johnson, M. (2008). Assistive Technology for Visually Impaired and

Blind People. Springer, London.

- Sadao, K. C., & Robinson, N. B. (2010). Assistive Technology for young children: creating inclusive learning environments.Paul H Brooks, Baltimore.

Teaching Learning Resources (Digital and others): Across Units (If any)

Open Source Initiative for Visually Impaired (OSIVI): https://www.whoi.edu/what-we-do/understand/departments-centers-labs/aope/aope-project-highlights/

- Bharat Accessible e-Library (BaEL): https://depwd.gov.in/
- India Accessibility Solutions (IAS): https://www.watnx.com/accessbility_consulting.html
- Project Gutenberg Hindi: https://www.gutenberg.org/ (Provides access to Hindi ebooks in DAISY format)
- CAST: Center for Applied Special Technology: https://www.cast.org/
- UDL Center at CAST: https://udlguidelines.cast.org/
- W3C Web Accessibility Initiative (WAI): https://www.w3.org/WAI/

Teaching Learning Process

The course will be taught through exploratory and interactive pedagogic methods such as classroom discussion, debates,discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects.

Students will be encouraged to write their blogs and engage in resource curation and resource development for the learners with Visual Impairment. They would be encouraged to explore the research done in the field across the globe and in Indian context.

Key words : Learners with visual impairment, inclusive education, adaptive technology, information and communication technology, technology, artificial intelligence.

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Bachelor of Education (Special Education) – Intellectual Disability / Visual Impairment

D 17 - READING AND REFLECTING ON TEXTS

Semester – IV

Credits: 02

Marks: 50 (Internal)
Contact Hours: 15 Weeks

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 may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give the student teacher 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.

Learning Outcome

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.

Unit 1: Reflections on Literacy and Reading comprehension (5 weeks)

1.1 Approach to language education and literacy in the foundational stage
1.2 Role of Literacy in Education, Career and Social Life
1.3 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
1.4 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
1.5 Basic Understanding of literacy and Reading Comprehension of Children with special needs

Unit 2: Skill Development in Responding to Text   (5 weeks)

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2.1 Practicing Responses to Text: Personal, Creative and Critical

2.2 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

2.3 Practicing Responding to Text (Using the Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

2.4 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

2.5 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 3: Reflecting Upon Writing as a Process and Product   (5 weeks)

3.1 Understanding writing as a Process: Content (Intent, Audience and Organization)

3.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

3.3 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Hand writing & neatness, Text Organization and Literary Richness

3.4 Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

3.5 Practicing Daily Living Writing: Applications/ Agenda - Minutes/ Note Taking

Course Work/ Practical/ Field Engagement

- Have a peer editing of independently written essays and discuss your reflections upon this experience

- Prepare a feedback form for parents and for teachers focusing on differences in the two forms due to different intent and audience

- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4

- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

Essential Readings

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading.

- ASER report of 2015: Pratham Publication

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

- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading.* Heinemann Educational Books.

- NCERT (2022),"National Curriculum Framework for Foundational Stage'. Pp. 70-80.

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- Tovani, C., & Keene.E.O. (2000). I *Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers.* Stenhouse Publishers
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.

Suggested Readings

- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston
- Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York
- McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersy
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).*
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallangher.K. (2004). *Deeper Reading: Comprehending Challenging Texts.* Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. *High Beam*
- May, F. B. (1998). Reading as communication. Merrill: New Jersy
- Miller. D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades.* Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston

Keywords: Reflection, Content,Process, Product

B.Ed. Special Education (VI/ID)

Title of the Course: Basic Research and Basic Statistics (D-19)
(Semester: IV)

Credits: 2
MM: 50 (External: 35   Internal: 15)
Contact Week 15

Introduction of the Course

Research purifies human life. It improves its quality. It is search for knowledge. It shows how to solve any problem scientifically. It is a careful enquiry through search for any kind of Knowledge. It is a journey from known to unknown, a systematic effort to gain new knowledge in any kind of discipline. When it seeks a solution of any educational problem it leads to educational research. When educationists do research, they are applying the Scientific methods in solving the practical problems of education. Through research an effort is made to extend the frontiers of knowledge in order to improve teaching effectiveness in the field of education.

Learning Outcomes

After completion of the course student will be able to:
1. Describe the concept and relevance of research in education and special education.
2. Develop an understanding of the research process and acquire competencies for conducting a research.
3. Apply suitable measures for data organization and analysis.

Unit I: Introduction to Research   (10 hours)

1.1 Scientific Method

1.2 Research: Concept and Definition

1.3 Application of Scientific Method In Research

1.4 Purpose of Research

1.5 Research in Education and Special Education

Unit 2: Types and Process of Research   (10 hours)

2.1 Types of Research
- Basic/Fundamental
- Applied

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- Action

2.2 Process of Research

- Selection of Problem
- Formulation of Hypothesis
- Collection of Data
- Analysis of Data and Conclusion

2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

2.4 Action Research in Teaching Learning Process

2.5 Professional Competencies & Ethics for Research

Unit 3: Measurement and Analysis of Data   **(10 hours)**

3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio

3.2 Organization of data: Array, Grouped distribution

3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation

3.4 Correlation: Product Moment and Rank Order Correlation

3.5 Graphic representation of data

Practicum/ field engagement/Suggested Projects / Assignments (Any Two)

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

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India New Delhi.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep
- Publishing, New Delhi.
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications,

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Thiruvananathapuram.

Additional Readings

- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic
- Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Key words : Inquiry, validity, survey, descriptive,

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B. Ed. Special Education (V.I.)

Tittle of the Course: Other Disability Special School (F-2)

(Semester – IV)

Hours: 120

Credits: 04

Marks: 100

Sr. No.	Task for the Students teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	Classroom teaching development of TLM, document study, maintenance of record	Other than visual impairment	Special schools for other disabilities	60 Hrs	50
2	Classroom teaching development of TLM, document study, maintenance of record	VIMD	Special School for programmes for Multiple disabilities	60 Hrs	50

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Bachelor of Education (B.Ed.) Special Education (VI)

Scheme of Examination

Durgabai Deshmukh College of Special Education (V.I.)

Semester Wise Two Years B.Ed Special Education (V.I.) Examination Guidelines

Semester- I, II (First year)

Existing- Two Year B.Ed Special Education (V.I.) Program	Proposed- Four Semester (Two year) B. Ed Special Education (V.I.) Program
Every candidate seeking admission to the examination for the degree B. Ed. Special Education (V.I.) shall satisfy the conditions formulated and notified by RCI in its notification letter (RCI letter no. 7-128/RCI/2015)	Every candidate seeking admission to the examination for the degree B. Ed. Special Education (V.I.) shall satisfy the conditions formulated and notified by RCI in its notification letter (RCI letter no. 7-128/RCI/2015)

The course of study shall be spread over two academic sessions.

Area: A: Core Courses including pedagogy Courses

Sr. No.	Paper title	Paper Code	Marks
1	Human Growth & Development	A1	100(Ext., Int. ratio- 70:30), Duration of the Ext. exam- 3hours;
2	Contemporary India and Education	A2	100(Ext., Int. ratio- 70:30), Duration of the Ext. exam- 3hours;
3	Learning, Teaching and Assessment	A3	100(Ext., Int. ratio- 70:30), Duration of the Ext. exam- 3hours;
4	Stream	A4	100(

The course of study shall be spread over four semesters.

Area A: Core Courses including pedagogy Courses

Sr. No.	Paper Title	Paper Code	Credits	Sem	Marks
	Human Growth & Development	A1	4	I	100(Ext., Int. ratio- 70:30), Duration of the Ext. exam- 3hours;
2	Contemporary India and Education	A2	4	I	100(Ext., Int. ratio- 70:30), Duration of the Ext. exam- 3hours;
3	Learning, Teaching and Assessment	A3	4	II	100(Ext., Int. ratio- 70:30), Duration of the Ext. exam- 3hours;
	PEDAGOGY				
4	Stream Based	A4 Part I:	4	II	100(Ext.,

Sr No	Paper title	Paper Code	Marks	Sr No	Paper Title	Language	Credits	Sem	Marks
	Based Pedagogy (any one from Part –I to Part- IV		Ext., Int. ratio-70:30), Duration of the Ext. exam-3hours;		Pedagogy (any one from Part –I to Part- IV	Part II: So. Science Part III: Mathematics Part IV: science			Int. ratio-70:30), Duration of the Ext. exam-3hours;
5	Pedagogy of School Subjects any one from Part-I to Part V	A5	100(Ext., Int. ratio-70:30), Duration of the Ext. exam-3hours;	5	Pedagogy of School Subjects any one from Part-I to Part V	A5 Part I: Hindi Part II: English Part III: So. Science Part IV: Mathematics Part V: Science	4	II	100(Ext., Int. ratio-70:30), Duration of the Ext. exam-3hours;

Note: Papers A1, A2 are to be covered in Semester 1, and papers A3, A4 and A5 are to be covered in Semester 2.

Area: B Cross Disability and Inclusion | **Area B: Cross Disability and Inclusion**

Sr. No.	Paper title	Paper Code	Marks	Sr. No.	Paper Title	Paper Code	Credits	Sem	Marks
1	Inclusive Education	B6	50(Ext., Int. ratio-35:15), Duration of the Ext. exam-2hours;		Inclusive Education	B6	2	II	50 (Ext., Int. ratio-35:15), Duration of the Ext. exam-2hours;
2	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	B7	50(Ext., Int. ratio-35:15), Duration of the Ext. exam-2hours;	2	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	B7	2	I	50(Ext., Int. ratio-35:15), Duration of the Ext. exam-2hours;
3	Introduction to Neuro Development	B8	50(Ext., Int.	3	Introduction to Neuro Development	B8	2	I	50(Ext., Int.

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	al Disabilities (LD,MR/ID, ASD)		ratio-35:15), Duration of the Ext. exam-2hours;		al Disabilities (LD,MR/ID, ASD)			ratio-35:15), Duration of the Ext. exam-2hours;
4	Introduction to Locomotor & Multiple Disabilities (CP, MD)	B9	50(Ext., Int. ratio-35:15), Duration of the Ext. exam-2hours;	4	Introduction to Locomotor & Multiple Disabilities (CP, MD)	B9	2	I	50(Ext., Int. ratio-35:15), Duration of the Ext. exam-2hours;

Note: B7, B8 and B9 are to be covered in semester I whereas B6 is to be covered in Semester II.

Area: E Practicum				**Area E: Practicum**					
Sr. No.	Paper title	Paper Code	Marks	Sr. No.	Paper Title	Paper Code	Credits	Sem	Marks
1	Practical: Cross Disability & Inclusion	E1	150	1	Practical: Cross Disability & Inclusion	E1	6	II	150
2	Practical: Disability Specialization	E2	150	2	Practical: Disability Specialization	E2	6	I	150

Note: Practicals are to be internally assessed. The students need to pass all the components of E1, E2.

The area E of practicum is divided into two, E1 and E2. Earlier both were to be covered in first year of B.Ed. Special Education (V.I.)

E1 Cross Disability and Inclusion (180 hrs, 150 marks)

Part 1 of E1 is Classroom observation with focus on 3 areas of disability namely, Visually Impaired, Disability other than V.I. and one more disability (Any other) .The tasks for the student teachers are to observe the students in different Educational Settings, Curriculum Transaction, Classroom Interaction in curricular areas and submit a report for assessment. The total hours for the observation are 60 and the maximum marks are 50.

Part 2 of E1 is learning of Bharti/ Hindi Braille (Reading and Writing). Assessment will be one on the basis of Classroom assignment and written

The area E of practicum is divided into two, E1 and E2. E2 to be covered in 1st semester whereas E1 is to be covered in 2nd semester of B. Ed Special Education (V.I.).

E2 Disability Specialization (180 hrs, 150 marks and credits 6)

Part 1 of E2 is school experience of classroom observation with focus on Visually impaired learners. The educational set up for this activity is Special school for Visually Impaired. Tasks for student teachers are to observe students in different Educational settings, Curriculum Transaction, Classroom Interaction in curricular areas. The student teachers need to submit the observation reports. Total hours for observation are 30 and the maximum marks are 25.

Part 2 of E2 is learning of Hindi Braille (Reading and Writing). Classroom assignments and written tests are the procedures of assessment. Total

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test. Total hours for the learning of Braille are 30 and the maximum marks are 25.

Part 3 of E1 are
3.1
Orientation and Mobility skills learning. Specific activities are learning some techniques of mobility, such as cane technique and sighted guide technique. Assessment will be done on the basis of tests of practical skills. Total hours for Orientation and Mobility learning are 60 and the maximum marks are 50.
3.2
Teaching Lesson on O&M and Activities of Daily Living. Tasks for assessment are making lesson plans and submitting reports. Total hours are 30 and the maximum marks are 25.

E2 Disability Specialization (180 hrs, 150 marks)

Part 1 of E2 is learning of Hindi and English Braille (Reading and Writing). Classroom assignments and written tests are the procedures of assessment. Total hours for braille learning are 125 and the maximum marks are100.

Part 2 of E2 Learning the use of Assistive Devices that includes tailor frame, Abacus and Geometry Kit. Assessment will be done with the help of tests of practical skills. Total hours for the practice are 45 and the maximum marks are 50.

Note : Both E1 and E2 are to be covered in first year of B.Ed Special Education (V.I.)

hours for braille learning are 60 and the maximum marks are 50.

Part 3 of E2 Learning the use of Assistive Devices that includes tailor frame, Abacus and Geometry Kit. Assessment will be done with the help of tests of practical skills. Total hours for the practice are 60 and the maximum marks are 50.

Part 4 of E2 is teaching Activities of daily living and conducting lesson with learners with visual impairment and students with multiple disabilities. Assessment will be done by submission of lesson plans and reports. The total hours for these activities are 30 and the maximum marks are 25.
To be covered in semester one.

E1 Cross Disability and Inclusion (180 hrs, 150 marks and credits 6)

Part 1 of E1 is Classroom observation with focus on Disability other than V.I. The tasks for the student teachers are to observe the students in different Educational Settings, Curriculum Transaction, Classroom Interaction in curricular areas and submit a report for assessment. The total hours for the observation are 30 and the maximum marks are 25.

Part 2 of E1 is learning of English Braille (Reading and Writing). Assessment will be one on the basis of Classroom assignment and written test. Total hours for the learning of English Braille are 60 and the maximum marks are 50.

Part 3 of E1 is learning of Braille Mathematics code. Assessment to be based on classroom assignment and written test. Total hours for learning of Mathematics code are 30 and the maximum marks are 25.

Part 4 of E1 is learning of Orientation and Mobility skills. Specific activities are learning some techniques of mobility, such as cane technique and sighted guide technique and also conducting lesson plans on orientation and mobility with learners with visual impairment. Assessment will be done on the basis of tests of practical skills and lesson plans. Total hours for Orientation and Mobility learning are 60 and the maximum marks are 50.
To be covered in semester two.

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Semester- III, IV (Second Year)

Area: B Skill based Optional Courses (Cross Disability and Inclusion) Any one

Sr. No.	Paper title	Paper Code	Marks
1	Skill Based Optional Course (Cross Disability and Inclusion), Any one	B10 (A-G) A: Guidance and Counselling B: Early Childhood Care and Education C: Applied behavioural Analysis D: Community based Rehabilitation E: Application of ICT in Classroom F: Gender and Disability G: Braille and Assistive Devices	50 (Ext., Int. ratio-35:15), Duration of the Ext. exam-2hours;
2	Skill based Optional Courses (Disability specializati on) Any	B11 (A-F) A: Orientation and Mobility B: Communica tion Options: Oralism C: Communica tion	50 (Ext., Int. ratio-35:15), Duration of the Ext. exam-

Area B: Skill based Optional Courses (Cross Disability and Inclusion) Any one

Sr. No.	Paper Title	Paper Code	Credits	Sem	Marks
1	Skill Based Optional Course (Cross Disability and Inclusion), Any one	B10 A: Guidance and Counselling B: Early Childhood Care and Education C: Applied behavioural Analysis D: Community based Rehabilitation E: Application of ICT in Classroom F: Gender and Disability G: Braille and Assistive Devices	2	IV	50 (Ext., Int. ratio-35:15), Duration of the Ext. exam-2hours;
2	Skill based Optional Courses (Disability specializatio n) Any One	B11 A: Orientation and Mobility B: Communicati on Options: Oralism C: Communicati on Options: Manual (Indian Sign language) D: Augmentative	2	IV	50 Ext., Int. ratio-35:15), Duration of the Ext. exam-2hours;

| One | tion Options: Manual (Indian Sign language) D: Augmentative and Alternative Communication E: Management of Learning Disability F: Vocational Rehabilitation and transition to Job Placement | 2hours; | | and Alternative Communication E: Management of Learning Disability F: Vocational Rehabilitation and transition to Job Placement | | | |

Area: C Disability Specialization Course

Sr. No.	Paper title	Paper Code	Marks
1	Identification of Children with Visual Impairment Assessment and Identification of Needs	C12	100(Ext., Int. ratio-70:30), Duration of the Ext. exam-3hours;
2	Curriculum, Adaptation and Strategies for Teaching Expanded Core Curriculum	C13	100(Ext., Int. ratio-70:30), Duration of the Ext. exam-3hours;
3	Intervention and Teaching	C14	100(Ext., Int.

Area C: Disability Specialization Course

Sr. No.	Paper Title	Paper Code	Credits	Sem	Marks
1	Identification of Children with Visual Impairment Assessment and Identification of Needs	C12	4	III	100(Ext., Int. ratio-70:30), Duration of the Ext. exam-3hours;
2	Curriculum, Adaptation and Strategies for Teaching Expanded Core Curriculum	C13	4	IV	100(Ext., Int. ratio-70:30), Duration of the Ext. exam-3hours;
3	Intervention and Teaching Strategies	C14	4	III	100(Ext., Int. ratio-

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	Strategies		ratio-70:30), Duration of the Ext. exam-3hours;							70:30), Duration of the Ext. exam-3hours;
4	Technology and Education of the Visually Impaired	C15	100(Ext., Int. ratio-70:30), Duration of the Ext. exam-3hours;		4	Technology and Education of the Visually Impaired	C15	4	IV	100(Ext., Int. ratio-70:30), Duration of the Ext. exam-3hours;
5	Psycho Social and Family Issues	C16	50 (Ext., Int. ratio-35:15), Duration of the Ext. exam- 2 hrs		5	Psycho Social and Family Issues	C16	2	III	50 (Ext., Int. ratio-35:15), Duration of the Ext. exam-2hrs

Note: Paper C12 was being covered in first year of B. Ed. Special Education (V.I.)	**Note:** Paper C12, C 14, and C 16 are to be covered in Semester 3. C13 and C 15 are to be covered in semester 4.

Area: D Enhancement of Professional Capacities (EPC)

Sr. No.	Paper title	Paper Code	Marks
1	Reading and Reflecting on Text	D17	50
2	Performing and Visual Arts	D18	50
3	Basic Research and Statistics	D19	50

Area D: Enhancement of Professional Capacities (EPC)

Sr. No.	Paper Title	Paper Code	Credits	Sem	Marks
1	Reading and Reflecting on Text	D17	2	IV	50
2	Performing and Visual Arts	D18	2	III	50
3	Basic Research and Statistics	D19	2	IV	50

Note: Papers of Area D: EPC are to be internally assessed.

Area: E Practicum (School Experience Program under Internship)				Area E: Practicum (School Experience Program under Internship)					
Sr. No.	Paper title	Paper Code	Marks	Sr. No.	Paper Title	Paper Code	Credits	Sem	Marks
1	Main Disability in Special School	F1	100	1	Main Disability in Special School	F1	4	III	100
2	Other Disability Special School	F2	100	2	Other Disability Special School	F2	4	IV	100
3	Inclusive School	F3	100	3	Inclusive School	F3	4	III	100

Note: Under SEP, F1 and F3 will be covered in 3rd semester and F2 will be covered in 4th semester.

Details of School Experience Programme under Internship:

- The school experience programme is conducted in three different set ups namely,

F1- Special School for the Visually impaired
SEP I (F1) is school experience in Main Disability Special School. Tasks for student teachers are classroom teaching of minimum 90 school periods. The educational set up for this F1 would be special schools for visually impaired. Total hours to be given are 120hrs and maximum marks are 100. It will be covered in 2nd year.

F2 – Special school other than visually impaired and also in school for visually impaired and multiple disabilities (VIMD)
F2 is the experience gained in other Disability Special schools. Tasks for student teachers are classroom teaching of 60 school periods each for in School for other Disability and School for Multiple Disabilities. Total hours are 120 and Maximum marks are 100 (50+50). This will be covered in 2nd year.

F3- Inclusive Schools
F3 is experience in Inclusive Schools. Tasks for student teachers are classroom teaching with

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special focus on functional academic skills, e.g. Braille, Special equipment, preparation of TLM to facilitate inclusion and creating awareness about the need of children with disabilities. The educational set ups for this F3 are inclusive schools. Total hours are 120 and maximum marks are 100. It will be covered in 2nd year.

- The total marks of SEP (F1, F2, F3) are 300 and total hours are 360 hrs.
- Marks are given by the subject specialist and regular supervisor on the basis of lesson planning , preparation of TLM, teaching of expanded core curriculum, maintenance of reflective journals, peer observation etc.

Note: The B. Ed. Special Education (V.I.) shall be offered by Durgabai Deshmukh College of Special Education (V.I.). The course is open to Graduates with 50% marks. Students are allowed the option to use Hindi or English as medium of examination.

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Note:

i. Any student who is unable to complete any semester or appear in any semester- end examination shall be permitted to complete the programme with the maximum period of three (3) years from the date of admission of the programme.

ii. No student will be detained in I or III Semester on the basis of his/her performance in I or III Semester examination; i.e. the student will be promoted automatically from I to II and III to IV Semester.

iii. A student shall be eligible for promotion from 1st year to 2nd year of the course provided he/she has passed 50% papers of I and II Semester taken together. However, he/she will have to clear the remaining paper/s while studying in the 2nd year of the programme to complete the programme.

iv. Students who do not fulfill the promotion criteria (iv) above shall be declared fail in the Part concerned. However, they shall have the option to retain the marks in the papers in which they have secured Pass marks.

a) If a candidate fails part one examination (pass less than 50% theory papers taken together sem1 and II has to reappear in part one examination again as an ex student. However, they shall have the option to retain the marks in the papers in which they have secured Pass marks.)

b) If a candidate fails part two examinations (pass less them 50% theory papers taken together semester III and IV) has to reappear in part Two examinations again as Ex-student. However, they shall have the option to retain the marks in the papers in which they have secured Pass marks.

v. A student who has to reappear in a paper

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prescribed for semester I/III may do so only in the odd semester examinations to be held in November/December. A student who has to reappear in a paper prescribed for semester II/IV may do so only in the even semester examinations to be held in April/May.

vi. Reappearance in sessional work (internal assessment) shall not be allowed in theory papers.

vii. A student who reappears in a paper shall carry forward the internal assessment marks, originally awarded.

The minimum marks required to pass the examination shall be as follows:

- 40% marks in aggregate in every theory course (Term end exam and internal assessment put together)
- 40% marks in aggregate of the components in Practicum II i.e., School Experience Programme (Semester I, II, III and IV put together).
- 40% marks in the overall aggregate.

The classification of the result shall be as follows:

1. Distinction: 75% in aggregate
2. 1st Division: 60% of the total marks and above but below 75%
3. 2nd Division: 50% of the total marks and above but below 60%

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Members and the Convenor of B.Ed Special Education (V.I.) Examination Guidelines 2024

Convenor, Semester based B.Ed Special Education (V.I.) programme 2024

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