B.Ed.
Spl. Education (ID)

SYLLABUS

SCHEME OF TWO YEAR B.Ed. Spl. Education (ID)

The B.Ed. Spl. Education Programme shall be of two years duration spread over four semesters.

The details of the courses for semesters – I, II, III & IV for the examinations to be held in Semester –I (December 2019). Semester – II (May. 2020), Semester – III (December 2020) and Semester – IV (May 2021) are as under:-

B.Ed. Spl. Education (ID)
Semester – I (December 2019)

Compulsory Courses							
Area	RCI Code	MIER Course Code	Course title	Credits	Internal Marks	External Marks	Total Marks
Core Courses	A1	101	Human Growth & Development	4	40	60	100
	A2	102	Contemporary India and Education	4	40	60	100
Cross Disability & Inclusive Education Courses	B7	103	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	20	30	50
	B8	104	Introduction to Neuro-Developmental Disabilities (LD, ID/ MR, ASD)	2	20	30	50
	B9	105	Introduction to Loco-motor & Multiple Disabilities (Deaf Blind, CP, MD)	2	20	30	50
Disability Specialization Courses	C12	106	Assessment and Identification of Needs	4	40	60	100
Practical	E1	107	Cross Disability & Inclusion	2	50	-	50
			Total	**20**	**230**	**270**	**500**

Semester – II (May, 2020)

Area	RCI Code	MIER Course Code	Course title	Credits	Internal Marks	External Marks	Total Marks
Compulsory Courses							
Core Courses	A3	201	Learning, Teaching and Assessment	4	40	60	100
Elective Courses							
	A4	202	Pedagogy of School Subjects (ANY ONE from Sci/S.St/Maths)	4	40	60	100
	A5	203	Pedagogy of School Subjects (ANY ONE from Hindi/English)	4	40	60	100
Compulsory Courses							
Cross Disability & Inclusive Education Courses	B6	204	Inclusive Education	2	20	30	50
Disability Specialization Courses	C13	205	Curriculum Designing, Adaptation and Evaluation	4	40	60	100
Practical	E2	206	Practical: Disability Specialization	**2**	25	25	50
			Total	**20**	**205**	**295**	**500**

Semester – III (December, 2020)

Area	RCI Code	MIER Course Code	Course title	Credits	Internal Marks	External Marks	Total Marks
Compulsory Courses							
Disability Specialization Courses	C14	301	Educational Intervention and Teaching Strategies	4	40	60	100
	C15	302	Technology and Disability	4	40	60	100
	C16	303	Psycho Social and Family Issues	2	20	30	50
Enhancing Professional Competencies (EPC)	D17	304	Reading and Reflecting on Texts	2	20	30	50
	D18	305	Drama and Art in Education	2	20	30	50
Field Engagement/ School Internship	F1	306	Main Disability Special School	4	100	-	100

Practical	E2	307	Practical Disability Specialization	4	100	-	100
			Total	**22**	**340**	**210**	**550**

Semester – IV (May, 2021)

Elective Courses							
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Cross Disability & Inclusive Education Courses	B10	401	Skill based Optional Course (Cross Disability and Inclusion) ANY ONE: A) Guidance and Counselling B) Early Childhood Care & Education. C) Applied Behavioural Analysis D) Community Based Rehabilitation E) Application of ICT in Classroom F) Gender and Disability	2	20	30	50
	B11	402	Skill based Optional Course (Specialization Disability) ANY ONE : A) Management of Learning Disability B) Vocational Rehabilitation & Transition to Job Placement	2	20	30	50
Compulsory Courses							
Enhancing Professional Competencies (EPC)	D19	403	Basic Research & Basic Statistic (EPC)	2	20	30	50
Practical	E1	404	Practical: Cross Disability & Inclusion	4	50	50	100
Field Engagement/ School Internship	F2	405	Other Disability Special School (Area B)	4	50	50	100
	F3	406	Inclusive School (Area B & C)	4	50	50	100
			Total	**18**	**210**	**240**	**450**
			Grand Total	**80**	**985**	**1015**	**2000**

School of Education
B.Ed. Special Education (ID)

PROGRAMME LEARNING OUTCOMES (PLO)

After successful completion of the two-year B.Ed. Special Education (ID) Programme a learner will be able to:

PLO 1   Apply appropriate teaching skills to effectively educate and train all children, including those with disabilities, in various school subjects (Language, Science, Mathematics, Social Science, etc.) across different educational settings (Special Schools, Inclusive Schools, and Open/Home settings), and prepare suitable teaching aids.

PLO 2   Comprehend philosophical, psychological, sociological, biological, cultural, economic, linguistic, pedagogical, and technological perspectives related to disability to identify and assess the unique needs of children in contemporary Indian education.

PLO 3   Apply theoretical knowledge, competencies, and skills to assess and identify the unique needs of children in various educational settings (Special Schools, Inclusive Schools, and Open/Home settings) and propose appropriate assessment strategies for diverse learner backgrounds.

PLO 4   Demonstrate competencies in research, data analysis, curriculum design, adaptation, and evaluation strategies to implement educational interventions, ICT-enabled learning, skill-based courses, guidance and counselling, and community-based rehabilitation for children with disabilities.

PLO 5   Develop an understanding of the historical perspectives and current trends in Indian society and education, fostering competencies aligned with national development goals.

PLO 6   Employ a cross-disability approach to address the needs of children with disabilities other than intellectual disabilities (such as hearing impairment, visual impairment, and deaf-blindness) in inclusive settings, enhancing professional capacities in yoga, dance, drama, co-curricular activities, guidance, and counselling, and gender studies.

PLO 7   Analyze the complex interrelationships between theoretical knowledge and practical application through field placements and internships in Special Schools, providing vocational opportunities for children with special needs.

PLO 8   Incorporate educational provisions, acts, legislation, and ICT skills into the teaching-learning process for children with disabilities, utilizing Universal Design for Learning in IEP and lesson planning.

PLO 9   Apply innovative ideas, policies, and projects to motivate the public, organize co-curricular activities, and mobilize community resources to promote learning and nurture sensitivity towards disability, protecting the rights of persons with disabilities.

PLO 10 Perform the roles of special educators and counsellors using modern methods, tools, techniques, and approaches to create disabled-friendly environments, fostering socially valuable contributions from children with special needs and meeting their vocational needs.

SEMESTER – I

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B.Ed. Spl. Education (ID)
SEMESTER-I
(For the examination to be held in December, 2019)
HUMAN GROWTH & DEVELOPMENT

Course Code : 101	**Credits: 04**
Contact Hours: 60	**T. Marks: 100**
Passing Marks: 30	**Max. Ext. Marks: 60**
	Max. Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: explain the process of human growth and development, its stages, domains and educational implications.

CLO 2: discuss the process of human growth and development with a special focus on the early years of development.

CLO 3: describe the various stages of development from early to later adolescence.

CLO 4: analyse the various theoretical approaches to development.

CLO 5: identify the factors of transition to adulthood: psychological well-being, self-identity/concept and life skills.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X		
PLO 2	X	X		X	X
PLO 3				X	X
PLO 4				X	X
PLO 5				X	
PLO 6				X	
PLO 7				X	
PLO 8					
PLO 9					
PLO 10				X	X

B   SYLLABUS
UNIT-1

Approaches to Human Growth and Development
1.1   Human Growth and Development: Concept, principles, difference between growth and development

1.2 Stages of human development: (i)Prenatal development (ii)Infancy(iii) Childhood (iv) Adolescence (v) Adulthood- characteristics of each stage ; Role of nature and nurture (heredity and environment) in human growth and development

1.3 Domains (Physical, Mental, Social, Emotional, Perceptual and Language) and their educational Implications

UNIT-2

The Early Years (Birth to Eight Years)

2.1 Prenatal Development: Conception, stages and Factors affecting prenatal development; Milestones and variations in development

2.2 Birth and Neonatal development: Screening the new-born - APGAR Score, Reflexes and responses, neuro-perceptual development

2.3 Role of play in enhancing development

UNIT-3

The Early and Later Adolescence (From nine years to Nineteen years)

3.1 Physical, Cognitive, Social and emotional Development during adolescence period (Puberty) and their educational implications

3.2 Influence of the environment (social, cultural, political) on the growing child

3.3 Gender and development

UNIT-4

Theoretical Approaches to Development

4.1 a) Piaget's Theory of Cognitive Development and its educational implications
b) Vygotsky's Theory of social development and its educational implications

4.2 a) Erikson's Psycho-Social Theory of Development and its educational implications
b) Psychoanalytic Theory of Development by Freud and its educational Implications

4.3 a) Ecological Theory of Development by Bronfenbrenner and its educational Implications
b) Holistic Theory of Development by Steiner and its educational implications

UNIT-5

Transitions into Adulthood

5.1 Psychological well-being; Emerging roles and responsibilities

5.2 Formation of identity and self-concept; Career choices

5.3 Life skills and independent living

C   SESSIONAL WORK

Hands on Experience

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

D   EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz (c) Sessional Work	:	**10 Marks**
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT ii) Reflection Report	: :	**05 Marks** **05 Marks**

E.   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. The duration of the examination shall be three hours.

G   SUGGESTED READINGS

- Berk, L. E. (2000). *Human Development*. Tata McGraw Hill Company, New York.
- Brisbane, E. H. (2004). *The developing child*. McGraw Hill, USA.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.
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- 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 McGraw Hill Publishing Company, New York.
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B.Ed. Spl. Education (ID)
SEMESTER-I
(For the examination to be held in December, 2019)
CONTEMPORARY INDIA AND EDUCATION

Course Code: 102   **Credits: 04**
Contact Hours: 60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                           Max. Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:
CLO 1: explain the concept, scope and agencies of education, the various philosophies of education and educational perspectives.

CLO 2: identify the types of diversity in education, diversity in learning, and global perspective of diversity.

CLO 3: evaluate the various contemporary issues and concerns in education such as universalisation of education, equal educational opportunities and inequality in schooling.

CLO 4: analyse the various educational commissions and policies related to children with and without special needs.

CLO 5: describe the various trends, issues and challenges with regard to inclusive education.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X		X
PLO 2	X	X	X	X	X
PLO 3			X	X	X
PLO 4				X	X
PLO 5	X	X	X	X	X
PLO 6		X			X
PLO 7				X	X
PLO 8			X	X	X
PLO 9			X		
PLO 10			X	X	X

B   SYLLABUS

UNIT-1

Philosophical Foundations of Education

1.1   Education: Concept, definitions, scope and agencies of education: School, family, community and media and their role in modern educational system

1.2 Philosophies of Education: Idealism, Naturalism, Pragmatism, Existentialism and Constructivism, their educational implications for an inclusive Society

1.3 Classical Indian Educational Perspective (Buddhism, Jainism, Vedanta Darshan, Sankhya Darshan), Indian   Philosophers (Aurobindo, Gandhi, Tagore, J. Krishna Murthy) and   their impact on present day philosophy of education

UNIT-2

Understanding Diversity

2.1 Concept and Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

2.2 Diversity in learning and play, addressing diverse learning needs

2.3 Diversity: Global perspective

UNIT-3

Contemporary Issues and Concerns

3.1 Universalization of School Education, Right to Education and Universal Access, Issues of a) Universal enrolment b) Universal retention c) Universal learning; Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t, girl child, weaker sections and disabled

3.2 Equal Educational Opportunity:

   (i)   Meaning of equality and constitutional provisions
   (ii)   Prevailing nature and forms of inequality, including dominant and minority groups and related issues

3.3 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system, Educational Implications for inclusive set ups, teachers and children

UNIT-4

Education Commissions and Policy (School Education)

4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, Secularism, and social justice, Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA (2009), IEDSS (2009)

4.2 Main Recommendation of: NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), National Acts: RCI Act (1992), PWD Act (1995), NT Act (1999), RTE Act (2009 & 2012)

4.3 International Conventions and Policies: Main recommendations of: UNCRPD, 2006; MDG, 2015

UNIT-5

Issues and Trends in Education

5.1 Challenges of education from preschool to senior secondary, Inclusive education as a rights - based model

5.2 Complementarity of inclusive and special schools, Language issues in education

5.3 Community participation and community based education

C   SESSIONAL WORK

- 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

D   EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. The duration of the examination shall be three hours.

G   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.

H   SUGGESTED READINGS

- 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.
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- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
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- http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
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- Jangira, N.K. (2012). NCERT Mother of Inclusive Education 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.
- 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.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.
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- 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.

H GLOSSARY

S.No.	Abbreviation	Description
1	IEDC (1974, 1983)	Integrated Education for the Disabled Children
2	SSA (2000,2011)	Sarva Shiksha Abhiyān
3	RMSA (2009)	Rashtriya Madhyamik Shiksha Abhiyan
4	IEDSS (2009)	Inclusive Education of the Disabled at Secondary Stage
5	NPE (1986)	National Policy on Education
6	POA (1992)	Programme of Action
7	RCI Act, 1992	Rehabilitation Council of India
8	PWD Act, 1995	Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation)
9	NT Act, 1999	National Trust Act
10	RTE Act (2009 & 2012)	Right to Education
11	UNCRPD, 2006	United Nations Convention on the Rights of Persons with Disabilities.
12	MDG, 2015	Millennium Development Goals

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B.Ed. Spl. Education (ID)
SEMESTER-I
(For the examination to be held in December 2019)
INTRODUCTION TO SENSORY DISABILITIES
(HI, VI, Deaf-blind)

Course Code: 103   **Credits: 02**
Contact Hours: 30   **T. Marks: 50**
Passing Marks: 15   **Max. Ext. Marks: 30**
                                                                  Max. Int. Marks: 20

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:
CLO 1: analyse various types of sensory impairments, especially hearing impairment and characteristics of learners with hearing loss.

CLO 2: describe the nature and classification of visual impairment along with its early identification and intervention.

CLO 3: explain the various causes, classifications and characteristics of deaf-blindness along with its interventional strategies

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	
PLO 2	X	X	
PLO 3			X
PLO 4	X	X	X
PLO 5		X	
PLO 6	X	X	X
PLO 7			X
PLO 8	X		X
PLO 9			
PLO 10	X	X	X

B   SYLLABUS
UNIT-1

Hearing Impairment (HI): Nature & Classification

1.1   Types of Sensory Impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness); Process of hearing & its impediment leading to different types of hearing loss; Definition of hearing loss, demographics & associated terminologies: Deaf/deafness/ hearing impaired/ disability/ handicapped

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

UNIT-2

Visual Impairment(VI) : Nature & Classification

2.1 Blindness and Low Vision--Definition and Classification; Process of seeing and common eye disorders

2.2 Demographic Information--NSSO and Census (2011), Importance of early identification and intervention; Curriculum & commonly used low cost and advanced assistive devices.

UNIT-3

Deaf-Blindness (DB) : Nature & Classification

3.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness; Screening, assessment, identification & interventional strategies of deaf-blindness

3.2 Effects and implications of deaf-blindness on activities of daily living & education; Fostering early communication development; Methods, assistive devices and practices including Augmentative Alternative Communication; Addressing orientation, mobility & educational needs of students with deaf-blindness

C   SESSIONAL WORK

- 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

D   TRANSACTIONS

Visits, Observations, Videos and Interactions with Students with Disabilities.

E.   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
	:	**03 Marks**
ii) Reflection Report		

F   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G   NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weight-age of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at least one question from each unit. The duration of the examination shall be one hour thirty minutes.

H   ESSENTIAL READINGS

- 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.
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- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
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- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.

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B.Ed. Spl. Education (ID)
SEMESTER-I
(For the examination to be held in December 2019)
INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: 104   **Credits: 02**
Contact Hours: 30   **T. Marks: 50**
Passing Marks: 15   **Max. Ext. Marks: 30**
                                                                              Max. Int. Marks: 20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the nature, importance and educational interventions of learning disability.

CLO 2: describe the nature, characteristics, types and educational interventions of intellectual disability.

CLO 3: analyse the characteristics, tools and educational interventions related to autism spectrum disorder.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3		X	X
PLO 4		X	X
PLO 5		X	
PLO 6			
PLO 7			
PLO 8	X	X	X
PLO 9			
PLO 10			

B   SYLLABUS

UNIT-1

Learning Disability: Nature, Importance and Educational Intervention

1.1   Learning Disability: Definition, characteristics and types; tools and areas of assessment

1.2   Educational Intervention: Strategies used by special educators for reading, writing and mathematics; curricular adaptation, Individualized Education Plan; Further Education; Transition Education; Life Long Education

UNIT-2

Intellectual Disability: Nature, Importance and Educational Intervention

2.1   Intellectual Disability: Definition, characteristics and types; Tools and areas of assessment

2.2   Educational Intervention: Strategies for functional academics and social skills context of school assistive devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education, Vocational Training and Independent Living

UNIT-3

Autism Spectrum Disorder: Nature, Characteristics and Educational Intervention

3.1   Autism Spectrum Disorder: Definition, characteristics, types; Tools and areas of assessment.

3.2   Educational Intervention: Instructional Approaches, Teaching Methods, Vocational Training and Career Opportunities

C   SESSIONAL WORK

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an Learning disabled Child
- 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/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism.

D   TRANSACTION

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

E.   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination		:	**30 Marks**
2. Internal Assessment:		:	**20 Marks**
	(a) Minor Test I / Mid-Term Test	:	**10 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
		:	**03 Marks**
	ii) Reflection Report		

F   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G   NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weight-age of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at least one question from each unit. The duration of the examination shall be one hour thirty minutes.

H   ESSENTIAL READINGS
- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,

I   SUGGESTED READINGS

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- 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.
- 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.

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B.Ed. Spl. Education (ID)
SEMESTER-I
(For the examination to be held in December, 2019)
INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: 105   **Credits: 02**
Contact Hours: 30   **T. Marks: 50**
Passing Marks: 15   **Max. Ext. Marks: 30**
                                                                Max. Int. Marks: 20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the nature, types and therapeutic interventions of Cerebral Palsy along with implications for functional limitations of children with CP.

CLO 2: describe the classification and assessment of persons with loco motor disabilities and multiple disabilities along with a therapeutic intervention programme for the same.

CLO 3: analyse the educational programmes and functional activities for persons with multiple disabilities and other disabling conditions.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4	X	X	X
PLO 5			
PLO 6	X	X	X
PLO 7			X
PLO 8	X	X	X
PLO 9			
PLO 10			X

B   SYLLABUS
UNIT-1

Cerebral Palsy (CP)

1.1. Cerebral Palsy: Nature, Types and its associated conditions; Assessment of functional difficulties of CP including abnormalities of joints and movements (Gaits) , Provision of Therapeutic Intervention and Referral of Children with CP

1.2. 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; Facilitating Teaching-Learning of Children with CP in School, IEP, Developing Teaching Learning Material; Assistive Technology to facilitate learning and functional activities

UNIT-2

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

2.1. Definition, meaning and classification; Assessment of functional difficulties; Provision of therapeutic intervention and referral

2.2. Implications of functional limitations for education and creating prosthetic environment in school and home: seating arrangements, positioning and handling techniques at home and school; Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School; facilitating teaching-learning: Individualized Education Plan, Developing Teaching Learning Material; Assistive technology

UNIT-3

Multiple Disabilities and Other Disabling Conditions

3.1 Multiple Disabilities: Meaning and classifications; various combinations of multiple disabilities and associated conditions such as Epilepsy, Motor and Sensory Conditions; Other disabling conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis

3.2 Implications of Functional Limitations for Education and Creating Prosthetic Environment in school and home: Seating arrangements, positioning and handling techniques at home and school; facilitating teaching-learning: Individualized Education Plan, Developing Teaching Learning Material; assistive technology.

C   SESSIONAL WORK (any one of the following)
- Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
- Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

D.   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weight-age of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at least one question from each unit. The duration of the examination shall be one hour thirty minutes.

G   ESSENTIAL READINGS

- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.
- Sarva Shiksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/at_download/file
- Sarva Shiksha Abhiyan. Module on Multiple Disabilities. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at_download/file

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B.Ed. Spl. Education (ID)
SEMESTER-I
(For the examination to be held in December, 2019)
ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: 106	**Credits: 04**
Contact Hours: 60	**T. Marks: 100**
Passing Marks: 30	**Max. Ext. Marks: 60**
	Max. Int. Marks: 40

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the historical perspective, screening, needs, classification and characteristics of persons with intellectual disability.

CLO 2: identify the purpose, methods and approaches of educational assessment and the requirement for its proper documentation.

CLO 3: describe the importance of assessment and tools of assessment at the preschool and school levels along with the process of its documentation.

CLO 4: analyse the significance of assessment from school to work environment for persons with intellectual disability and the process of its documentation.

CLO 5: discuss the significance of psychosocial needs and assessment of the parental, extended family and community needs along with its documentation.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X				X
PLO 2	X				X
PLO 3	X	X	X	X	
PLO 4		X	X	X	X
PLO 5	X				
PLO 6	X				
PLO 7				X	
PLO 8	X	X	X	X	X
PLO 9					
PLO 10				X	X

B   SYLLABUS

UNIT-1

Intellectual Disability - Nature and Needs

1.1 Intellectual Disability (ID): Historical perspective, definitions (ICD-10, AAIDD, WHO, PWD Act -1995, RPD Act- 2016, DSM)

1.2 Intellectual Disability (ID): Etiology causes, prevention and classification (Medical, Psychological, Educational (Recent) and ICF

1.3 Screening, identification, characteristics and needs of Pw ID

UNIT-2

Assessment

2.1 Assessment: Concept, meaning, definition and purpose of educational assessment, methods of assessment (Observation, Interview and Rating Scale)

2.2 Types and approaches of assessment: NRT, CRT, CBA and Teacher Made Tests, Areas of Assessment: Medical, Psychological, Educational, Behavioural & Ecological

2.3 Documentation of assessment, result interpretation & report writing, implications of all the above for inclusion

UNIT-3

Assessment at Pre-School and School levels

3.1 Importance of assessment at pre-school and school level; Developmental and adaptive behaviour assessment

3.2 Assessment tools at pre-school and school level: Upanayan, Aarambh, Portage, MDPS, FACP, BASIC-MR, GLAD and Support Intensity Scale

3.3 Documentation of assessment, result interpretation & report writing, implications of class level assessment in relation to inclusion

UNIT-4

Assessment at Adult and Vocational levels

4.1 Significance of Assessment for Independent living of PwIDs, Assessment tools for independent living: BASAL-MR and VAPS

4.2 Assessment for transition from school to work; Provisions & Schemes of MoSJE for Vocational Skill Development

4.3 Documentation of assessment, result interpretation & report writing – Implications of assessment, outcomes for community living

UNIT-5

Assessment of Family Needs

5.1 Significance of psychosocial needs and its assessment in family; Assessment of extended family's needs and its implications in planning IFSP

5.2 Assessment of parental needs and its implication in planning IFSP; Assessment of siblings and its implications in planning IFSP

5.3 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

C   SESSIONAL WORK (Any one)

Camp/ Community Mode

- To conduct awareness programs on MR/ID in urban/ rural areas
- To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers
- To conduct advocacy program for PwIDs

School Mode

- To organise workshops for Parents, Siblings, Peer Group.
- To conduct awareness program on Skill Development for PwID
- To organize skill development program for PwID in a project mode
- To organize events for co-curricular activities
- To organise exhibition on subject TLMs related to mathematics, language, science, etc.

Clinical Mode

- Presentation of Case Study on Behaviour Modification
- To organize workshops for preparing Teacher Made Tests, Identification tools, TLM Kits, Report Writing, Schedules for parental and service user feedback.
- To present Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related to disability

D   EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. The duration of the examination shall be three hours.

G   ESSENTIAL READINGS

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment,
- Curriculum and Instruction. University of Alberta, Alberta,
- Evans, P .& Verma, V. (Eds.) (1990) .Special Education. Past Present and Future.
- Improving instruction. Allyn & Bacon, Boston.
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for
- Mental retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
- Narayan, J. (2003) Educating children with learning problems in regular schools
- Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad
- Narayan, J., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersy
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas
- Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The Faimer Press. York McMillan.

H   SUGGESTED READINGS

- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
- Narayan, & Kutty, A,T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
- Peshwaria, R., & Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad
- Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.
- Romila, S. (1997) .School Readiness programme. New Delhi: NCERT
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

I   GLOSSARY

Abbreviation	Description
AAIDD	American Association on Intellectual and Developmental Disabilities
AWID	Adult with Intellectual Disability
BASIC-MR	Behavioural Assessment Scales for Indian Children with Mental Retardation
BASAL-MR	Behavioural Assessment Scales for Adult Living- Mental Retardation
CBA	Curriculum Based Assessment
CRT	Criterion Referenced Test
DSM	Diagnostic and Statistical Manual
FACP	Functional Assessment Checklist for Programming
GLAD	Grade Level Assessment Device
ICD	International Classification of Diseases
ICF	International Classification of Functioning
ID	Intellectual Disability
IFSP	Individualized Family Service Plan
MDPS	Madras Development Programming Scale
MoSJE	Ministry of Social Justice and Empowerment
NRT	Norm Referenced Test
PWD	Person with Disability
PWID	Person with Intellectual Disability
RPD	Right of Persons with Disabilities
TLM	Teaching Learning Material
VAPS	Vocational Assessment Programming Scale
WHO	World Health Organization

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B.Ed. Spl. Education (ID)
SEMESTER-I
(For the examination to be held in December, 2019)

PRACTICUM: ID

E 1(107): **Cross Disability & Inclusion**   **Hours: 10**   **Credits: 02**
Internal Marks : 50

Disability Focus	Educational Setting	Hrs (60)	Tasks for the Student-teachers	Description
ID	Special school of Pw ID	40 hrs	Classroom Observation, Assessment and IEP a. ECSE b. Pre-Primary c. Primary d. Secondary e. Prevocational	Minimum 10 school Periods Develop IEP for 1 student with ID at ECSE and Pre-Primary level
HI, VI, LV CP, ASD or Multiple Disabilities	Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities	15 hrs (5 Hrs each in each Disability)	Classroom Observation and Report	Minimum 30 school Periods 10 school Periods in each Special school
Any Disability	Inclusive School available in the neighbourhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods

Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).
Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/ services being provided in the Resource room/ Home based education or vice versa with other disability.

SEMESTER – II

B.Ed. Spl. Education (ID)
SEMESTER-II
(For the examination to be held in May, 2020)
LEARNING, TEACHING AND ASSESSMENT

Course Code: 201 **Credits: 04**
Contact Hours: 60 **T. Marks: 100**
Passing Marks: 30 **Max. Ext. Marks: 60**
Max. Int. Marks: 40

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: discuss the concept of Creativity, theories of learning and intelligence and their educational implications.

CLO 2: analyse the learning process, its nature and theories of motivation.

CLO 3: describe the various stages of teaching, the learning environment and the role of the teacher in the classroom.

CLO 4: explain the meaning and constructivist perspective of assessment, its types and various concepts related to school evaluation.

CLO 5: identify the different strategies of assessment, including those for diverse learners, and analysis of the current examination practices.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X		X		
PLO 2	X	X	X		
PLO 3				X	X
PLO 4				X	X
PLO 5	X	X	X		
PLO 6					X
PLO 7					
PLO 8				X	X
PLO 9					
PLO 10					

B.   SYLLABUS
UNIT-1

Human Learning and Intelligence

1.1   Human learning: Meaning, definition and concept formation. Creativity: Concept, Definition and Characteristics. Implications for Classroom Teaching and Learning

1.2   Learning theories:

- Behaviourism: Pavlov

- Cognitivism: Piaget

- Social Constructism: Vygotsky

1.3   Intelligence: Concept and definition : Theories: Two-factor, Multifactor and its implication

UNIT-2

Learning Process and Motivation

2.1   Sensation: Definition and Sensory Process, Attention: Definition and Factors Affecting-Attention, Perception: Definition and Types

2.2   Memory, Thinking, and Problem Solving: Meaning and types

2.3   Motivation: Nature, Definition and Maslow's Theory

UNIT-3

Teaching Learning Process

3.1   Maxims of Teaching, Stages of Teaching (Plan, Implement, Evaluate and Reflect), Stages of Learning (Acquisition, Maintenance, Generalization)

3.2   Learning Environment: Psychological and Physical

3.3   Leadership Role of Teacher in Classroom, School and Community

UNIT-4

Overview of Assessment and School System

4.1   Assessment: Meaning and constructivist perspective; Assessment of Learning and Assessment for Learning: Meaning and difference. Comparing and contrasting: assessment, evaluation, measurement, test and examination

4.2   Formative and summative evaluation, Curriculum Based Measurement

4.3   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

5.1 Meaning of different 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). Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level

5.2 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions. Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;

5.3 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF 2005) and Right to Education Act (RTE 2009)

C.   SESSIONAL WORK

I.   Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts

II. Preparation of Self study report on individual differences among learners

III. Prepare a leaflet for parents on better emotional management of children

IV. Team presentation of case study on assessment outcome used for pedagogic decisions

V.   Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

D.   TRANSACTION AND EVALUATION

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

E.   EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

F   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weightage of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. The duration of the examination shall be three hours.

H   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). Behavioural, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 11th edn, Pearson Publication, New Delhi.

I   SUGGESTED 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.
- 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.

B.Ed. Spl. Education (ID)
SEMESTER-II
(For the examination to be held in May, 2020)
PEDAGOGY OF TEACHING SCIENCE

Course Code: 202   **Credits: 04**
Contact Hours: 60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                                                                                Max. Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: explain the nature and significance of science, its relationship with society and the importance of a scientific attitude.

CLO 2: describe the aims and objectives of teaching science and the importance and steps of lesson and unit planning.

CLO 3: identify the various methods and approaches of teaching science with special reference to children with disabilities.

CLO 4: analyse the various learning resources with reference to CWSN such as teaching-learning aids, co-curricular activities and textbooks.

CLO 5: discuss the nature and need of evaluation, its types and various tools and tests for evaluating CWSN

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X	X	X
PLO 3			X	X	X
PLO 4			X	X	X
PLO 5	X	X			
PLO 6			X	X	
PLO 7				X	
PLO 8		X	X	X	X
PLO 9	X	X			
PLO 10			X	X	X

B   SYLLABUS
UNIT-1

Nature and Significance of Science

1.1   Concept of Science, Science as a product and a process

1.2   Science and Modern Indian Society: Relationship of Science and Society

1.3   Scientific Attitude: Meaning, Importance, Role of science teacher in the development of scientific attitude among students, Qualities of a person possessing scientific attitude

UNIT-2

Planning for Instruction

2.1   Aims and Objectives of Teaching Science in Elementary and Secondary School, Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.2   Lesson Planning – Importance and Basic Steps according to RCEM approach. Planning Lesson for an Explanation, Demonstration and Numerical Problem in Teaching of Sciences

2.3   Unit Planning – Format of a Unit Plan, Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

UNIT-3

Approaches and Methods of Teaching Sciences

3.1   Process Approach, Field Trips, Inductive-Deductive Approach, Constructivist Approach and its Use in Teaching Science, Programmed Instruction, Computer Assisted Learning (CAL), Concept-mapping

3.2   Lecture, Demonstration, Discussion, Problem-solving, Project Method, Heuristic Method, Team Teaching and Seminar

3.3   Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring and Jigsaw), Situated/Contextual Learning with reference to Children with Disabilities

UNIT-4

Learning Resources with reference to Children with Disabilities for Teaching Science

4.1   Teaching-Learning Aids: Need, Types and Importance, Audio Visual Aids - Charts, Multimedia and Models (Tactile and Visual).

4.2   Importance of Co-Curricular Activities and Role in Teaching Science -Science Club, Science Exhibition, Aquarium, Vivarium, Museum, Botanical and Zoological Garden

4.3   Text Books: characteristics, Science Laboratory: Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments and significance of both with reference to Children with Disabilities

UNIT-5

Evaluation

5.1 Evaluation- Concept, Nature and Need; Norm Referenced & Criterion Referenced Evaluation

5.2 Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment Tools and Techniques for Formative and Summative Assessments

5.3 Preparation of Diagnostic Test and Achievement Test, Adaptations of Evaluation Procedure With Reference To Children with Disabilities

C   SESSIONAL WORK (Any one of the following)

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

D   EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. The duration of the examination shall be three hours.

G   ESSENTIAL READINGS

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

- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School**.** New Delhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning**.** Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- 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.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M. N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merril Publishing Company.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.• UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

H   SUGGESTED READINGS

- Gupta, S. K. (1983). Technology of Science Education, Delhi: Vikas Publishing House Pvt. Ltd.
- Gupta, V. K. (1995). Readings in Science and Mathematics Education, Ambala: The Associated Press.
- Mangal S. K., & Shubhra (2005). Teaching of Biological Sciences, Meerut: International Publishing House.
- Rao, V.K. (2004). Science Education, APH Publishing Corp. New Delhi.

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
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Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

B.Ed. Spl. Education (ID)
SEMESTER-II
(For the examination to be held in May, 2020)
PEDAGOGY OF TEACHING MATHEMATICS

Course Code: 202   **Credits: 04**
Contact Hours: 60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                                      Max. Int. Marks: 40

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the nature of Mathematics, its historical development and psychological perspectives on teaching and learning mathematics.

CLO 2: identify the aims and objectives of teaching Mathematics, the importance of lesson planning and steps for conducting pedagogical analysis.

CLO 3: analyse the different strategies and methods of learning and teaching Mathematics at the school level.

CLO 4: describe the various teaching-learning resources in mathematics for students with disabilities

CLO 5: discuss the importance and purpose of assessment and evaluation, its types and various tools and tests for evaluating CWSN.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X	X	X
PLO 3			X	X	X
PLO 4			X	X	X
PLO 5	X	X			
PLO 6			X	X	
PLO 7					
PLO 8	X	X	X	X	X
PLO 9		X			
PLO 10			X	X	X

B   SYLLABUS

UNIT-1

Nature of Mathematics

1.1   Meaning, Nature, Importance, Axioms, Postulates, Assumptions and Hypothesis in Mathematics and Value of Mathematics

1.2   Historical Development of Notations and Number Systems and Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)

1.3   Perspectives on Psychology of Teaching and Learning of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

UNIT-2

Objectives and Instructional Planning in Mathematics

2.1   Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools. Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.2   Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry, Unit Planning – Format of a Unit Plan

2.3   Pedagogical Analysis: Meaning, Need and steps for Conducting Pedagogical Analysis.

UNIT-3

Strategies for Learning and Teaching Mathematics

3.1   Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts. Learning By Exposition: Advanced Organizer Model

3.2   Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project

3.3   Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI). Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring and Jigsaw), and Situational/ Contextual Learning

UNIT-4

Teaching-Learning Resources in Mathematics for Students with Disabilities

4.1   Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory

4.2   Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities

4.3   Bulletin Boards and Mathematics Club. Abacus, Questionnaire Rods, Fractional Discs, Napier Strips Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances for Children With Disabilities

Assessment and Evaluation for Mathematics Learning

5.1   Assessment and Evaluation- Concept, Importance and Purpose. Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures

5.2   Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics

5.3   Preparation of Diagnostic and Achievement Test. Adaptations in Evaluation Procedure for Students With Disabilities

C   SESSIONAL WORK (Any one of the following)

I.   Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
II.   Preparation of a multimedia presentation on a topic with special reference to students with disabilities
III.   Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
IV.   Analyzing errors committed by school children in Mathematics and preparing a remedial plan
V.   Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

D   TRANSACTIONS

Lecture cum demonstration, Workshops and Seminar

E   EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

F   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. The duration of the examination shall be three hours.

H   ESSENTIAL READINGS

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- Chambers, P. (2010).*Teaching Mathematics*, Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Pregamon Press.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
- David, W. (1988). *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H. N., & Shankaran, V. (Ed.), (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.
- Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.
- Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Louisville K: American Printing House.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

I   SUGGESTED READINGS

- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessmen*t, Canada: Sage Publications.
- *National Curriculum Framework.* (2005). NCERT, New Delhi: NCERT.
- *National Curriculum Framework for Teacher Education*. (2009). NCTE, New Delhi.
- *Teaching of Mathematics (ES-342), Blocks 1-4.* (2000). IGNOU, New Delhi.
- *Text Books of Mathematics for Class-VI to X.* (2006). NCERT, New Delhi.

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B.Ed. Spl. Education (ID)
SEMESTER-II
(For the examination to be held in May, 2020)
PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: 202   **Credits: 04**
Contact Hours: 60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                  Max. Int. Marks: 40

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the concept, nature, scope, aims and objectives of teaching social science along with the role of the teacher.

CLO 2: describe the competencies for designing unit and lesson plans, with special reference to CWSN.

CLO 3: identify the various curricular approaches, devices and techniques and instructional material for the teaching of social sciences with special reference to CWSN.

CLO 4: discuss the techniques and purpose of evaluation, its types and the process of construction of tests for evaluating CWSN.

CLO 5: analyse the role of social science teacher as a reflective practitioner, especially in the use of action research and case study in teaching CWSN.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X		
PLO 2	X	X	X		X
PLO 3		X	X	X	
PLO 4		X	X	X	X
PLO 5	X				X
PLO 6		X	X		
PLO 7					X
PLO 8		X	X		
PLO 9			X		X
PLO 10				X	X

B   SYLLABUS

UNIT-1

Nature of Social Sciences

1.1   Concept, scope and nature of social science: Difference between social sciences and social studies

1.2 Aims and objectives of teaching social science at school level: Significance of social science as a core subject.

1.3 Role of social science teacher for an egalitarian society

UNIT-2

Curriculum and Instructional Planning

2.1 Organization of social science curriculum at school level

2.2 Instructional Planning: Concept, need and importance

2.3 Unit plan and Lesson plan: need and importance Procedure of Unit and Lesson Planning: Adaptation of unit and lesson plans for children with disabilities

UNIT-3

Approaches to teaching of Social Science

3.1 (a) Curricular approaches: Meaning, merits and demerits: (Coordination, Correlational, Concentric, Spiral, Integrated, Regressive)

(b) Methods of teaching social science: Meaning, importance, steps and limitations of methods of teaching social science-(Lecture, discussion, socialized recitation, source and project method)

3.2 Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, storytelling, Role play, Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving: Accommodations required in approaches for teaching children with disabilities

3.3 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation :Adaptations of material for teaching children with disabilities

UNIT-4

Evaluation of Learning in Social Science

4.1 (a) Purpose of evaluation in social science
(b) Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio

4.2 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects

(a) Construction of teacher made test and diagnostic testing
(b) Enrichment techniques for children with disabilities

UNIT-5

Social Science Teacher as a Reflective Practitioner

5.1 (a) Being a reflective practitioner- use of action research
(b) Developing an Action Research Plan for solving a problem in teaching-learning of Social science

5.2 (a) Case study- Need and Importance for a School Teacher
(b) Development of a Professional Portfolio/ Teaching Journal

5.3 Competencies for teaching Social science to children with disabilities

C   SESSIONAL WORK

• 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.
• Any other approved relevant theme

D   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.

E   EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online	:	**05 Marks**
	Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report		

F   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. The duration of the examination shall be three hours.

H   ESSENTIAL READINGS
- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.
- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- Mangal, U. (2005). Samajik Shiksha, Arya Book Depot, New Delhi.

I   SUGGESTED READINGS
- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'S New Textbook Initiative.*
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R.L all Books Depot.
- Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.

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B.Ed. Spl. Education (ID)
SEMESTER-II
(For the examination to be held in May, 2020)
PEDAGOGY OF TEACHING ENGLISH

Course Code: 203   **Credits: 04**
Contact Hours: 60   **T. Marks: 100**
Passing Marks: 30   **Max. Ext. Marks: 60**
                                                         Max. Int. Marks: 40

A   COURSE LEARNING OUTCOMES
After completing the course, the learner will be able to:

CLO 1: explain the principles of language teaching, the evolution and trends in modern English Literature in the Indian context.

CLO 2: describe the aims and objectives of teaching English and the need, importance and procedure for preparing unit and lesson plans, with special reference to CWSN.

CLO 3: identify the various approaches and methods of teaching English.

CLO 4: discuss the use of various instructional materials for teaching English and the process of test construction from the perspective of CWSN.

CLO 5: analyse the concept and need for evaluation and various tools and tests for evaluating CWSN.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1		X	X	X	
PLO 2	X	X	X	X	
PLO 3		X	X		X
PLO 4		X		X	X
PLO 5	X				
PLO 6		X	X		
PLO 7					
PLO 8		X	X	X	
PLO 9				X	
PLO 10				X	X

B   SYLLABUS

UNIT-1

Nature of English Language & Literature

1.1   Principles of Language Teaching, Current Trends in Modern English Literature in Indian context.

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, Teaching as second language in Indian context.

UNIT-2

Instructional Planning

2.1 Aims and objectives of Teaching English at different stages of schooling

2.2 Unit and lesson plan: Need and Importance, Procedure of Unit and Lesson Planning.

2.3 Instructional Planning: Need and Importance , Planning and adapting units and lessons for children with disabilities

UNIT-3

Approaches and Methods of Teaching English

3.1 Task Based Approach, Co-operative Learning, Language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive Approach, Accommodation in Approaches and techniques in teaching children with disabilities

3.2 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method. Difference between an approach and a method

3.3 Development of four basic language skills: Listening, Speaking, Reading and Writing.

UNIT-4

Instructional Materials

4.1 Meaning and Importance of instructional material and their effective use

4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation

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

UNIT-5

Evaluation

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

5.2 Adaptation of Evaluation Tools for Children with Disabilities , Individualized assessment for Children with Disabilities

5.3 Error analysis, Diagnostic tests and Enrichment measures

C   SESSIONAL WORK
- 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.

D   TRANSACTION

This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics. Students should be encouraged to use instructional material in their practice of teaching lessons. Adaptations in pedagogy, material and evaluation should be taught through workshops and specific case studies

E   EVALUATION
   The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

F   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. The duration of the examination shall be three hours.

H   ESSENTITAL READINGS
- 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.
- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.

I   SUGGESTED READINGS

- Agnihotri, R.K., & Khanna, A.L. (Ed.) (1996). English Grammar in context, Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.
- Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Bryne, D. (1988). Teaching Writing Skills, Longman, England.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition, Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques, Macmillan Publication, New Delhi.
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

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B.Ed. Spl. Education (ID)
SEMESTER-II
(For the examination to be held in May, 2020)
INCLUSIVE EDUCATION

Course Code: 204   **Credits: 02**
Contact Hours: 30   **T. Marks: 50**
Passing Marks: 15   **Max. Ext. Marks: 30**
                                                          Max. Int. Marks: 20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.

CLO 2: examine the international declarations and conventions facilitating inclusive education.

CLO 3 analyse different types of disabilities and recognise various instructional strategies for teaching in mainstream classrooms.

	CLO 1	CLO 2	CLO 3
PLO 1	X		X
PLO 2	X	X	X
PLO 3			X
PLO 4			X
PLO 5	X		
PLO 6			X
PLO 7			
PLO 8	X		X
PLO 9			X
PLO 10			X

B   SYLLABUS

UNIT-1

Introduction to Inclusive Education and Support Services

1.1 Marginalization vs. Inclusion: Meaning & Definitions, Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion; Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment and Barriers to Inclusive Education: Attitudinal, Physical & Instructional; Stakeholders of Inclusive Education & Their Responsibilities and Advocacy & Leadership for Inclusion in Education

1.2 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity; Family Support & Involvement, Community Involvement and Resource Mobilization for Inclusion

UNIT-2

Polices & Frameworks Facilitating Inclusive Education

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990); International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

2.2 International Conventions: Main recommendations of United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006); National Commissions & Policies: National Curricular Framework (2005), National Policy For Persons With Disabilities (2006); National Acts & Programs: RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013).

UNIT-3

Adaption, Accommodations, Modifications and Academic Instructions

3.1 Meaning and Difference; Specifics for Children with Sensory Disabilities, Neuro-developmental disabilities, Locomotor and Multiple Disabilities and engaging Gifted Children

3.2 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment and Differentiated Instructions: Content, Process & Product; Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching; Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies and ICT for Instructions.

C   SESSIONAL WORK

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

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

E. EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
ii) Reflection Report	:	**03 Marks**

F ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

G NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weight-age of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at-least one question from each unit. The duration of the examination shall be 1 hour and 30 minutes.

H SUGGESTED READINGS

- Bartlett, L. D., & Weisente in, 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.
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- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
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- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting.* Boston, Allyn and Bacon.
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- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Study*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Common sense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom.* 4th Edition, London Routledge Falmer: Taylor & Francis Group.

I   GLOSSARY

Abbreviation	Description
IEDSS	Integrated Education for Disabled at Secondary stage
ICT	Information and Communication Technology
PWD	Person with Disability
RCI	Rehabilitation Council of India
RTE	Right to Education
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
SSA	Sarva Shiksha Abhiyan
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities.

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B.Ed. Spl. Education (ID)
SEMESTER-II
(For the examination to be held in May, 2020)

CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Course Code: 205	**Credits: 04**
Contact Hours: 60	**T. Marks: 100**
Passing Marks: 30	**Max. Ext. Marks: 60**
	Max. Int. Marks: 40

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: discuss the principles, types and approaches of curriculum designing, its domains, challenges, evaluation and implementation in inclusive settings.

CLO 2: describe the significance of early childhood special education curriculum, its domains, school readiness programme and their implications.

CLO 3: analyse the curriculum domains at the secondary, prevocational and vocational level and discuss their implications.

CLO 4: identify the different strategies for curriculum adaptation, accommodation, and modification and their significance.

CLO 5: explain the various types and approaches to curriculum evaluation and its emerging trends along with differential evaluation for persons with intellectual disability.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	
PLO 2	X	X	X	X	
PLO 3			X		X
PLO 4	X	X	X	X	X
PLO 5	X				
PLO 6		X	X	X	
PLO 7					
PLO 8	X	X	X	X	
PLO 9					
PLO 10			X	X	X

B   SYLLABUS

UNIT-1

Curriculum Designing

1.1 Meaning, Definition, Concept and Principles of Curriculum, Types and Approaches of Curriculum Designing.

1.2 Curriculum Domains - Personal, Social, Academics, Recreational and Community living.

1.3 Steps in developing curriculum, challenges of developing curriculum for inclusion, Curriculum evaluation, Implementation in inclusion.

UNIT-2

Curriculum at Pre-School and Primary School level

2.1 Significance of Early Childhood Education and School Readiness, Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas.

2.2 Curriculum Domains for Early Childhood Education and Sensory Mechanism and Sensitization of family, involvement in pre-school and primary level

2.3 Implication of pre-school and primary levels for Intervention, documentation, record Maintenance and report writing.

UNIT-3

Curriculum at Secondary, Pre-vocational and Vocational level

3.1 Curriculum domains at Secondary, Pre- vocational and Vocational level.

3.2 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by   MSJ&E)

3.3 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting.

UNIT-4

Curriculum Adaptations

4.1 Need for Curricular Adaptation, Accommodation and Modification.

4.2 Adaptation, Accommodation and Modification for Pre –academic and Academics Curriculum.

4.3 Adaptation, Accommodation and Modification for Co-Curriculum and School Subjects.

UNIT-5

Curriculum Evaluation

5.1 Concept, Meaning, Definition, Types and Approaches of Curriculum Evaluation.

5.2 Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System.

5.3 Differential evaluation of PwID in inclusive setup and Implications of evaluation for inclusion.

C   SESSIONAL WORK (Any One)

To prepare need based curriculum for training in
ADL Skills

School Readiness
Transition from School to Work
Movement/Dance/Yoga/Sports skills
Computer usage
House Keeping/ Laundry
Gardening / Horticulture
Creative / Performing Arts

D   EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
		:	**05 Marks**
	ii) Reflection Report		

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weightage of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. The duration of the examination shall be three hours.

G   ESSENTIAL READINGS

• Baine, D. (1988) Handicapped Children in Developing Countries, Assessment,   Curriculum and Instruction. University of Alberta, Alberta,
• Bos, C.S. & Vaughu, S. (1994) Strategies for teaching students with learning and   behaviour problems. Boston: Allyn and Bacon.
• Jeyachandaran, P & Vimala, V. (2000). Madras Developmental Programming   System.
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• Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
• Myreddi, V. & Narayan, J. (2005) FACP – PMR, NIMH, Secunderabad.
• Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
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- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall

H   SUGGESTED READINGS

- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
- Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
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- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad

B.Ed. Spl. Education (ID)
SEMESTER-II
(For the examination to be held in May, 2020)
DISABILITY SPECIALISATION

Course Code : **206**		**Maximum Marks** : **50**		
Credits : **02**		**Internal Marks** : **25**		
Course Type : **Compulsory**		**External Marks** : **25**		

S. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs. 60	Description
1.1	IEP	ID	Special School	20	Develop IEP for 1 student with ID at Pre Level
1.2	Lesson Planning and Teaching	ID	Special School	15	5 lessons
1.3	Micro teaching & simulated teaching on selected skills	General	Institute	05	5 lessons Demonstration of Micro teaching Skills)
1.4	**Macro Teaching** **A.** Lesson planning and Teaching for subjects selected a) Languages b) Non Languages	General	General	10	10 lessons (5 in each subject)
	B. Lesson planning and Teaching focusing on adaptation, evaluation a). Languages b). Non Languages	General	General	10	10 lessons (5 in each subject)

Note: Schedule for practical for E-1 shall be included in the time table (minimum eleven working days may be allocated). Skill for micro teaching shall be selected with reference to Major Disability

SEMESTER–III

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B.Ed. Spl. Education (ID)
SEMESTER-III
(For the examination to be held in December, 2020)

EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Course Code	:	301		**Maximum Marks**	:	100
Credits	:	04		**External Marks**	:	60
Course Type	:	Compulsory		**Internal Marks**	:	40

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: describe the significance, scope and advantages of early intervention strategies along with their types, techniques and procedure for record maintenance.

CLO 2: analyse the historical perspective and importance of developing IEP, along with its implementation and evaluation in inclusive settings.

CLO 3: explain the principles of teaching and acquire competency in using various approaches and teaching strategies for teaching students with intellectual disability.

CLO 4: discuss the types of maladaptive behaviour and its identification along with techniques and ethical issues in managing maladaptive behaviour.

CLO 5: identify various therapeutic interventions, their objectives, scope, modalities, and required intervention.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X		X		
PLO 2	X	X			
PLO 3		X		X	X
PLO 4	X	X	X	X	X
PLO 5		X			
PLO 6	X	X	X		
PLO 7					
PLO 8	X	X	X		X
PLO 9					X
PLO 10		X	X	X	X

B   SYLLABUS

UNIT-1

Intervention

1.1   Concept, Significance, Rationale, Scope, Advantages of Early Intervention

1.2   Types and techniques of early intervention; Implication of early intervention for pre-school inclusion

1.3   Record maintenance and documentation

UNIT-2

Individualized Education Programme
2.1   Need, Importance and Historical Perspective of IEP; Application of IEP for   inclusion

2.2   Steps, Components of IEP and developing, implementation & evaluation of IEP for PwID and its associated conditions

2.3   IFSP – Planning and Writing

UNIT-3

Teaching Strategies and TLM
3.1   Stages of learning and principles of teaching

3.2   Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton -Gillingham Method, Augmentative and Alternative Communication: Meaning and concept

3.3   Teaching strategies (Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement); Role Play, Play Way method; Development and Use of TLM for ID

UNIT-4

Intervention for Mal-adaptive Behaviour
4.1   Definition, Types and Identification of Mal-adaptive behaviour

4.2   Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)

4.3   Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community; Ethical Issues in behaviour management and implications for Inclusion

UNIT-5

Therapeutic Intervention
5.1   Occupational and Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

5.2   Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention

5.3   Therapeutic intervention: Visual and Performing Arts (e.g. Music, Drama, and Dance. Movement, Sports, etc.), Yoga and Play therapy – Definition, Objective, Scope and Intervention

C   **SESSIONAL WORK (Any one)**

Special/ Inclusive Schools/ Institute

•   To deliver Modular/ Thematic lecture on relevant topic

•   To organize competitions for co-curricular activities at Local, District and State level

•   To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

D   **EVALUATION**

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   **ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   **NOTE FOR PAPER SETTER**

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. Duration of the examination shall be three hours
Minimum Pass Marks shall be 30 (50%)

G   **ESSENTIAL READINGS**

• Alberto, P.A. & Trontman, A: C. (1995). Applied Behaviour Analysis for Teachers (4thedition). London: Merrill Publishing Company.
• Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
• Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
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  Oxford: Butterworth – Heinmann Ltd.
- Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

H   Suggested Readings

- A.C. Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
- David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.
- Jackman H.L. (1999). Sing Me a Story: Tell Me a Song. California: Crown Press, Inc.
- Mastropieri S. (1987). Effective Instruction for Special Education, Little, Brown and Company, Inc.
- Narayan, & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre- primary level. NIMH, Secunderabad.
- Peshwaria, R. and Venkatesan. 5. (1992) Behavioural retarded children A manual for Publication.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi.
- Robert A. Gable and Steven F.W. (1993). Strategies for Teaching Students with Mild to Severe Mental Retardation, London and Philadelphia: Jessica Kingsley Publishers.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Teachers. NIMH, Secunderabad.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.

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B.Ed. Spl. Education (ID)
SEMESTER-III
(For the examination to be held in December, 2020)
TECHNOLOGY AND DISABILITY

Course Code	:	**302**	**Maximum Marks**	:	**100**
Credits	:	**04**	**External Marks**	:	**60**
Course Type	:	**Compulsory**	**Internal Marks**	:	**40**

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: describe the role of technology in educating children with ID and acquiring knowledge about its various approaches and modes.

CLO 2: explain the nature, scope and significance of ICT, its development and uses in special and inclusive settings.

CLO 3: analyse the various multimedia approaches, the types of instructional aids and their advantages and limitations.

CLO 4: identify the ways of enhancing technology-friendly practices among teachers, the use of CAI and CMI and disabled-friendly technologies.

CLO 5: apply technology for developing lesson plans, using assistive devices and for instruction.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1			X	X	X
PLO 2		X	X		
PLO 3		X	X		X
PLO 4		X	X	X	X
PLO 5					
PLO 6		X			X
PLO 7					
PLO 8	X	X	X	X	X
PLO 9			X	X	
PLO 10	X	X	X	X	X

B   SYLLABUS

UNIT-1

Technology in Education and Instruction

1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance. Educational Technology and Instructional Technology – Role and Recent Trends

1.2 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach

1.3 Differential Instruction, Universal Design of learning and Individualized Instruction. Implication of the above for inclusion

UNIT-2

ICT

2.1 ICT – Meaning, Definition, Scope and Significance. Psychological bases for ICT among teachers and learners

2.2 Development of ICT – Stages, Requirement and Process. Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference

2.3 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

UNIT-3

Use of Multimedia in Education

3.1 Multi Media - Meaning, Nature, Scope, Definition and Approaches

3.2 Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smart board, e-Flash Cards, Educational Toys

3.3 Advantages, Limitations and Challenges of Using Multimedia in Education. Recent Trends in Multimedia. Implication of Multimedia in teaching learning

UNIT-4

Technology Based Instructions

4.1 Enhancing Technology Friendly Practices among Teachers

4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites. Developing Technology Integrated Lessons – Individual and Group

4.3 Disability Friendly Technology – Punarjani and e-learning Framework developed by CDAC. Implications of Technology based instruction in Inclusion

UNIT-5

Application of Technology

5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation

5.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers

5.3   Application of Technology in Instruction – Individual, small group and large group. Advantages, merits and demerits. Implications for inclusion

C   SESSIONAL WORK (ANY ONE)
Special/ Inclusive School/ Institute

- To organize workshops for use ICT for disability friendly activities

- To develop technology supported lesson plans for PwID

- To use mass media/multimedia for creating awareness on disability in rural areas

D   EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	:	**60 Marks**
2.	Internal Assessment:	:	**40 Marks**
	(a) Minor Test I / Mid-Term Test	:	**20 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**10 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**05 Marks**
	ii) Reflection Report	:	**05 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at-least one question from each unit. Duration of the examination shall be three hours
Minimum Pass Marks shall be 30 (50%)

G   ESSENTIAL READINGS

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
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- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland,

H   SUGGESTED READINGS

- Cima M Yeole. (1991). Educational Technology. Cima Myeole.
- D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan
- Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
- Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers
- Y Tara Chand. (1992). Educational Technology. Anmol Publication

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B.Ed. Spl. Education (ID)
SEMESTER-III
(For the examination to be held in December, 2020)
PSYCHO-SOCIAL AND FAMILY ISSUES

Course Code	:	303
Credits	:	02
Course Type	:	Compulsory

Maximum Marks	:	50
External Marks	:	30
Internal Marks	:	20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: analyse the importance and role of the family in the rehabilitation of children with ID.

CLO 2: explain the importance of family involvement in the rehabilitation process and various psycho-social issues with intellectual disability.

CLO 3: describe the role of community and community participation and models, advantages and Disadvantages of CBR programme for PwIDs.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	
PLO 2	X	X	
PLO 3		X	
PLO 4			
PLO 5			X
PLO 6			
PLO 7			X
PLO 8			X
PLO 9			X
PLO 10			X

B   SYLLABUS

UNIT-1

Family and its involvement

1.1   Family – Concept, Definition, Characteristics and Types of family, Reaction and Impact of disability on family

1.2   Needs of family and counselling, Role of family in rehabilitation of PWID, Empowering Families and involving families in the rehabilitation process, Parent professional relationship and Parent Associations, Formation of Parent Self-Help Group and Rights and Advocacy

UNIT-2

Psycho-Social and Adolescent Issues

2.1   Attitude of family, Community, Peer Group, Teachers, Co-workers, 3 Physiological Changes; Implication in Emotional and Social Development, Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group- Ethical Issues, Challenges and Implications: Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling

2.2   Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse, Myths, Misconception and social practices, Difference between Intellectual Disability and Mental Illness

UNIT-3

CBR and CPP (Community People Participation)

3.1   Concept, Definition, Scope and Models of CBR – advantages, disadvantages and types of Community Resources and their mobilization

3.2   Organizing services for PwID in the community, Role of Special Educator, Family, Community and PwID in CBR

C   SESSIONAL WORK (ANY ONE)
Special/ Inclusive School/ Institute

•   To conduct workshops on formation of Parent Self Help Group, Sibling SHG
•   To prepare and present a report on assessment of family needs
•   To conduct survey on awareness of families about Govt. Schemes for PwID
•   To study and submit a report on attitude of neighbours, teachers and non-teaching staff

D.   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weightage of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at least one question from each unit. Duration of the examination shall be one hour thirty minutes

Minimum Pass Marks shall be 15 (50%)

G   ESSENTIAL READINGS

• Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
• Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlandio: Academic Press Inc.
• Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075
• Dale, N. (2000) working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
• Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
• Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 70 - 381
• Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Miffin.
• Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
• Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995)
  Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
• Taylor, R.L. (1993). Assessment of Exceptional Students Educational and   psychological procedures

H   SUGGESTED READINGS

• Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brooklint Books.
• Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
• Dunst, C., Trivette C. & Deal, A. (1988)' Enabling and empowering families. Cambridge, MA: Brookline Books.
• Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.

- Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
- Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allya & Bacon
- Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
- Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

B.Ed. Spl. Education (ID)

SEMESTER-III
(For the examination to be held in December, 2020)
READING AND REFLECTING ON TEXTS

Course Code	:	304		**Maximum Marks**	:	50
Credits	:	02		**External Marks**	:	30
Course Type	:	Compulsory		**Internal Marks**	:	20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: analyse his/her reflections on literacy and reading comprehension.

CLO 2: develop his skills in responding to text and reflect upon writing as a process and product.

CLO 3: practice independent writing.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3			X
PLO 4			
PLO 5			
PLO 6			
PLO 7			
PLO 8			
PLO 9			
PLO 10			

B   SYLLABUS

UNIT-1

Reflections on Literacy and Reflections on Reading Comprehension

1.1   Literacy, Thinking and Self Esteem; Basic Braille Literacy, Literacy and Current University Graduates: Status and Concerns, Literacy of Second Language/ English: Need and Strategies, Role of Literacy in Education, Career and Social Life

1.2   Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making, Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies, Basic Understanding of Reading Comprehension of Children with Disabilities

UNIT-2

Skill Development in Responding to Text and Reflecting Upon Writing as a Process and Product

2.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing, Rapid Reading and Comprehensive Reading, Understanding writing as a Process: Content (Intent, Audience and Organization), Language (Grammar, Vocabulary, Spelling), Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

2.2 Practicing Responses to Text: Personal, Creative and Critical, Practicing Web Search, Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description) , Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

UNIT-3

Practicing Independent Writing

3.1 Practicing Self Editing and Peer Editing of Sample Texts, Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness, Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

3.2 Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories, Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking, Converting Written Information into Graphical Representation, Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

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

D. EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz (c) Sessional Work i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT ii) Reflection Report	: : :	**04 Marks** **03 Marks** **03 Marks**

E ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weight-age of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at least one question from each unit. Duration of the examination shall be one hour thirty minutes

Minimum Pass Marks shall be 15 (50%)

G 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.
- 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.

H 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 Jersey
- Miller. D. (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades.* Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Bost

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B.Ed. Spl. Education (ID)
SEMESTER-III
(For the examination to be held in December, 2020)
DRAMA AND ART IN EDUCATION

Course Code	:	305		**Maximum Marks**	:	50
Credits	:	02		**External Marks**	:	30
Course Type	:	Compulsory		**Internal Marks**	:	20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: describe the meaning and scope of art education, linking it with multiple intelligences and undertake art therapy.

CLO 2: explain the importance of incorporating performing arts such as dance, music and dance in teaching children with and without special needs.

CLO 3: discuss the role, strategies and adaptation of Visual Arts, Media and Electronic Arts in enhancing learning for children with and without special needs

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4			
PLO 5			
PLO 6			
PLO 7			
PLO 8			
PLO 9			
PLO 10			

B   SYLLABUS

UNIT-1

Introduction to Art Education

1.1   Art and art education: Meaning, scope and difference, Artistic expression: Meaning and strategies to facilitate, Linking Art Education with Multiple Intelligences, Understanding emerging expression of art by students

1.2   Art therapy: Concept and application to students with and without disabilities

UNIT-2

Performing Arts: Dance, Music and Drama

2.1 Range of art activities related to Dance, Music and Drama, Experiencing, responding and appreciating Dance, Music and Drama

2.2 Dance, Music and Drama: Facilitating interest among students: planning and implementing Activities, Exposure to selective basic skills required for Dance, Music and Drama, Enhancing learning through Dance, Music and Drama for children with and without special needs: Strategies and Adaptations

UNIT-3

Visual Arts, Media and Electronic Arts

3.1 Range of art activities in Visual Arts, Media and Electronic Arts, Experiencing, responding and appreciating Visual Arts, Media and Electronic Arts

3.2 Visual Arts, Media and Electronic Arts: Facilitating interest among students: planning and implementing activities Exposure to selective basic skills in Visual Arts, Media and Electronic Arts, Enhancing learning through Visual Arts, Media and Electronic Arts for children with and without special needs: strategies and adaptations

C   SESSIONAL WORK

• '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

E.   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weightage of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at least one question from each unit. Duration of the examination shall be one hour thirty minutes

Minimum Pass Marks shall be 15 (50%)

F   **ESSENTIAL READINGS**

- Finlay, Victoria. The brilliant History of Colour 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.

G   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.

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B.Ed. Spl. Education (ID)
SEMESTER-III
(For the examination to be held in December, 2020)
MAIN DISABILITY SPECIAL SCHOOL

Course Code : **306**   **Maximum Marks** : **100**
Credits : **04**   **Internal Marks** : **100**
Course Type : **Compulsory**

Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:

S. No	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching Across all class levels and Curricular Domains *Class Levels* *a. ECSE,* *b. Pre-Primary* *c. Primary* *d. Secondary* *e. Prevocational*	ID	Special schools for ID	Minimum 60 lessons (15 Personal/ Social, 25 – Functional Academics, 10-Occupational, 10- Recreational)

Micro Teaching	Semester- II (1 day- 5 Hrs)
Macro Teaching	Semester- II (20 hrs – Spread across 5 days)
Lesson Planning & Teaching in Special School	Semester- II (20 hrs – Spread across 5 days)
F-1 School Attachment/ Internship (Special School)	Semester- II (24 days-120 Hrs)

Note: Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the college.

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B.Ed. Spl. Education (ID)
SEMESTER-III
(For the examination to be held in December, 2020)
DISABILITY SPECIALISATION

Course Code : 307	**Maximum Marks** : 100
Credits : 04	**Internal Marks** : 100
Course Type : Compulsory	

S. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	Description
1.1	IEP	ID	Special School	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level
1.2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40 hrs	20 lessons
	b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non languages	ID	Resource Room/Inclusive school	30 hrs	20 lessons
1.3	School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	--------
1.4	Observation of support services	Major Disability	Institute/ Clinic	10 hrs	Depending on the specialization

A suggestive framework is given below:

Areas	Disability Specialization (E-2)
Pedagogy Subject 1	Semester –III (8 days- 40 Hrs)
Pedagogy Subject 2	Semester-III (30 Hrs spread across 5 days)
School Sensitisation	Semester-III (2 days-10 Hrs)
Observation of support services	Semester-III (2 days-10 Hrs)

SEMESTER–IV

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B.Ed. Spl. Education (ID)
SEMESTER-IV
(For the examination to be held in May, 2021)
GUIDANCE AND COUNSELLING

Course Code	:	401(A)	**Maximum Marks**	:	50
Credits	:	02	**External Marks**	:	30
Course Type	:	Elective	**Internal Marks**	:	20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the aims, areas and conditions of guidance and counselling along with the competencies of a counsellor and the role of a teacher in counselling.

CLO 2: describe the process of development of self-image and self-esteem along with the role of the teacher in the same.

CLO 3: discuss the types and challenges of guidance and counselling in inclusive settings.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	
PLO 2	X	X	
PLO 3			X
PLO 4	X	X	
PLO 5			
PLO 6			
PLO 7			
PLO 8			
PLO 9			
PLO 10			

B   SYLLABUS
UNIT-1

Introduction to Guidance and Counselling

1.1   Guidance and Counselling: Definition and Aims

1.2   Areas of Guidance and Counselling

1.3   Core Conditions in Counselling

1.4   Skills and Competencies of a Counsellor

1.5   Role of Teacher in Guiding and Counselling Students with Special Needs

UNIT-2

Enhancing Self Image and Self Esteem

2.1   Concept of Self as Human

2.2   Understanding of Feelings and Changes

2.3   Growth to Autonomy

2.4   Personality Development

2.5   Role of Teacher in Developing Self-Esteem in Children

UNIT-3

Guidance and Counselling in Inclusive Education

3.1   Current Status with reference to Indian School

3.2   Types of Counselling: Child-Centred, Supportive, Family

3.3   Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance

3.4   Group Guidance: Group Leadership Styles and Group Processes

3.5   Challenges in Group Guidance

C   SESSIONAL WORK

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

Transaction

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

D.   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination		:	**30 Marks**
2. Internal Assessment:		:	**20 Marks**
	(a) Minor Test I / Mid-Term Test	:	**10 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
	ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. Duration of the examination shall be three hours

Minimum Pass Marks shall be 15 (50%)

G   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.

H   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.

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B.Ed. Spl. Education (ID)
SEMESTER-IV
(For the examination to be held in May, 2021)

EARLY CHILDHOOD CARE AND EDUCATION

Course Code	: 401(B)	**Maximum Marks** :	50
Credits	: 02	**External Marks** :	30
Course Type	: Elective	**Internal Marks** :	20

Introduction

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

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the biological & sociological foundations of early childhood education along with the theories of development and learning.

CLO 2: describe the interdisciplinary assessments, intervention plans, and developmental systems model for the early education of children with disabilities.

CLO 3: enumerate the inclusive early childhood education pedagogical practices and the role of parents and family education.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4		X	X
PLO 5	X		X
PLO 6		X	X
PLO 7			X
PLO 8		X	X
PLO 9			X
PLO 10			X

B   SYLLABUS

UNIT-1

The Early Years: An Overview

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

UNIT-2

Early Education of Children with Disabilities

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

UNIT-3

Inclusive Early Childhood Educational (ECE) Practices

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 & Equipments, 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

C SESSIONAL WORK

 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.

D.   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weightage of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at least one question from each unit. Duration of the examination shall be one hour thirty minutes
Minimum Pass Marks shall be 15 (50%)

G   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 Childhood Care and Education*. Delhi: Offset Printers.

H   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: Rand McNally 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 Early 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 Research 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.

B.Ed. Spl. Education (ID)
SEMESTER-IV
(For the examination to be held in May, 2021)

APPLIED BEHAVIOUR ANALYSIS

Course Code	: 401(C)	**Maximum Marks** : 50
Credits	: 02	**External Marks** : 30
Course Type	: Elective	**Internal Marks** : 20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the underlying principles and assumptions of Applied Behavioural Analysis (ABA) along with the procedure for the assessment of behaviour.

CLO 2: analyse the various strategies for positive behaviour support and applications of ABA.

CLO 3: identify suitable strategies for managing challenging behaviours.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4	X	X	X
PLO 5			
PLO 6	X	X	X
PLO 7			
PLO 8			
PLO 9			
PLO 10			X

B   SYLLABUS

UNIT-1

Introduction to Applied Behaviour Analysis (ABA)

1.1   ABA – Concept, Definition and Principles of Behavioural Approach,   Assumptions of ABA – Classical and Operant Conditioning

1.2   Behaviour- Definition, Feature and Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

UNIT-2

Strategies for Positive Behaviour Support

2.1 Selection of Behavioural Goals, Discrete Trial Teaching,   Discriminative Stimulus – Characteristics, Response, Prompts: Physical,   Gestural, Pointing, Visual, Positional, Verbal, Consequence – Characteristics Inter-Trial Interval, Application of ABA in Group Setting, Negotiation and contract, Token economy, Response cost, Pairing and fading

2.2 Reinforcement Types: Positive and Negative, Primary and Secondary, Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval, Leadership role of teacher in promoting positive behaviour

UNIT-3

Management of Challenging Behaviour 10 hours

3.1 Differential Reinforcements of Behaviour, Extinction and Time Out, Maintenance

3.2 Response Cost and Overcorrection, Generalization and Fading

C   SESSIONAL WORK

Practicum

I.   Observation and functional analysis of behaviour of a given case

II.   Development of ABA program for management of a challenging behaviour

Transaction

The course consists of several concepts from behavioural theories. The concepts should be explained through real life examples and selected case studies. Students should be encouraged to conduct systematic observations of behaviour and suggest suitable plan of action for dealing with behavioural deficits in children

D   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weightage of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at least one question from each unit. Duration of the examination shall be one hour thirty minutes
Minimum Pass Marks shall be 15 (50%)

G   ESSENTIAL 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.

H   SUGGESTED 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.

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
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B.Ed. Spl. Education (ID)
SEMESTER-IV
(For the examination to be held in May, 2021)
COMMUNITY BASED REHABILITATION

Course Code	:	401(D)	**Maximum Marks**	:	50
Credits	:	02	**External Marks**	:	30
Course Type	:	Elective	**Internal Marks**	:	20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the concept, principles, and socio-cultural and economic contexts of community-based rehabilitation programmes and its inclusion in government policies.

CLO 2: analyse the strategies for promoting public participation in CBR programmes.

CLO 3: describe suitable methods for preparing persons with disability for CBR programmes.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4			
PLO 5	X	X	X
PLO 6			
PLO 7	X	X	X
PLO 8	X	X	X
PLO 9	X	X	X
PLO 10		X	X

B   SYLLABUS

UNIT-1

Introduction to Community Based Rehabilitation (CBR)

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

UNIT-2

Preparing Community for CBR

2.1   Awareness Program-Types and Methods

2.2   Advocacy - Citizen and Self

2.3   Focus Group Discussion

2.4   Family Counselling and Family Support Groups

2.5   CBR and Corporate Social Responsibility

UNIT-3

Preparing Persons with Disability for CBR

3.1   School Education: Person 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

C   SESSIONAL WORK

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

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

selected case studies, classroom seminar/debates

D   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. Duration of the examination shall be three hours

Minimum Pass Marks shall be 15 (50%)

G   ESSENTIAL READINGS

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers*: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model.* Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*, — Ministry of Social Welfare, Govt. of India, New Delhi.
- *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO. (1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO. (1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

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B.Ed. Spl. Education (ID)
SEMESTER-IV
(For the examination to be held in May, 2021)

APPLICATION OF ICT IN CLASSROOM

Course Code : 401(E)		**Maximum Marks** :	50
Credits : 02		**External Marks** :	30
Course Type : Elective		**Internal Marks** :	20

Course Description

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

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the meaning, scope and integration of ICT in Special Education.

CLO 2: analyse the usage of various media and computers as learning tools and the concept of e-classroom in special education.

CLO 3: describe the various Visualising Technology-Supported Learning Situations in special education and software for managing disability-specific problems.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4	X	X	X
PLO 5			
PLO 6	X	X	X
PLO 7			
PLO 8	X	X	X
PLO 9		X	X
PLO 10	X	X	X

B   SYLLABUS

UNIT-1

Information Communication Technology (ICT) and Special Education

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

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

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

C   SESSIONAL WORK

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

D   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. Duration of the examination shall be three hours

Minimum Pass Marks shall be 15 (50%)

G   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.

H   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.

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B.Ed. Spl. Education (ID)
SEMESTER-IV
(For the examination to be held in May, 2021)
GENDER AND DISABILITY

Course Code	:	401(F)	**Maximum Marks**	:	50
Credits	:	02	**External Marks**	:	30
Course Type	:	Elective	**Internal Marks**	:	20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the human rights-based approach in the context of disability along with its principles, advantages and implications.

CLO 2: describe the concept of gender in the context of disability, the gendered experience of disability, strategies for gender and disability analysis and its implications for teaching.

CLO 3: analyse the issues related to disabled women and girl child, the role of a teacher in promoting inclusive equality and critique of government policies and legislations.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4		X	X
PLO 5		X	X
PLO 6	X	X	X
PLO 7			X
PLO 8	X	X	X
PLO 9		X	X
PLO 10		X	X

B   SYLLABUS

UNIT-1

Human Right-based Approach and Disability   **6 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

3.2   Sexual and Reproductive Health

3.4   Teacher's Role in Promoting Gender Equality

3.5   Gender Critique of Legislation, Government Policy and Schemes

C   SESSIONAL WORK

   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

D   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination		:	**30 Marks**
2. Internal Assessment:		:	**20 Marks**
	(a) Minor Test I / Mid-Term Test	:	**10 Marks**
	(b) Minor Test-II/ ICT Based Quiz (c) Sessional Work	:	**04 Marks**
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
	ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. Duration of the examination shall be three hours

Minimum Pass Marks shall be 15 (50%)

G   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, R*ace. NYU Press, USA.
- Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutger University Press, New Jersey.

H   DESIRABLE READINGS

- Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems,* West View Press.
- Purkayastha, D. (2010). *Economic Growth, Intra-Household Resource Allocation and Gender Inequality*, Atlantic Economic Journal, Vol. 38, No. 4.
- Treas, J, & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective,* Stanford University Press.

B.Ed. Spl. Education (ID)
SEMESTER-III
(For the examination to be held in May 2021)

MANAGEMENT OF LEARNING DISABILITY

Course Code	: 402(A)	**Maximum Marks**	:	50
Credits	: 02	**External Marks**	:	30
Course Type	: Elective	**Internal Marks**	:	20

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: describe the concept, causes and characteristics of learning disabilities and language disorders.

CLO 2: analyse the assessment of readiness skills and the need, type and purpose of teacher-made tests and standardised tests.

CLO 3: identify the various interventional strategies in basic skills of learning for CWSN.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4		X	X
PLO 5		X	X
PLO 6			X
PLO 7		X	X
PLO 8		X	X
PLO 9			X
PLO 10	X	X	X

B   SYLLABUS

UNIT-1

Learning Disabilities: Types

1.1   Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia. Non-verbal learning disabilities

1.2   Language Disorders. Associated Conditions: ADHD & ADD. Emotional & Behavioral problems

UNIT-2

Assessment of Basic Curricular Skills

2.1   Assessment of Readiness Skills. Assessment of Reading, Writing and Math skills

2.2   Teacher made test & Standardized Tests: Need, Types & Purpose. Interpretation of Test report

UNIT-3

Intervention Strategies in Basic Skills of Learning

3.1   Language skills Reading

3.2   Writing, Maths skills, Study skills

C   SESSIONAL WORK

- 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

D   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination		:	**30 Marks**
2. Internal Assessment:		:	**20 Marks**
	(a) Minor Test I / Mid-Term Test	:	**10 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
	ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weightage of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at least one question from each unit. Duration of the examination shall be one hour thirty minutes

Minimum Pass Marks shall be 15 (50%)

G   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.

H   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, New York.
- Prakash, P. (2008). Education of exceptional children: challenges and strategies. . 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.

B.Ed. Spl. Education (ID)
SEMESTER-III
(For the examination to be held in May, 2021)
VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code	:	**402(B)**	**Maximum Marks**	:	**50**
Credits	:	**02**	**External Marks**	:	**30**
Course Type	:	**Elective**	**Internal Marks**	:	**20**

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: describe the fundamentals and assessment of vocational rehabilitation along with its legislations, policies, approaches, models, assessment and principles.

CLO 2: explain the meaning, importance and models of vocational transition along with the development of IVTP and vocational curriculum.

CLO 3: analyse the process of vocational rehabilitation and placement of persons with disabilities.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X		X
PLO 3	X	X	X
PLO 4	X	X	X
PLO 5	X	X	X
PLO 6		X	X
PLO 7	X	X	X
PLO 8	X	X	X
PLO 9		X	X
PLO 10	X	X	X

B   SYLLABUS

UNIT-1

Fundamentals & Assessment of Vocational Rehabilitation

1.1. Definition, meaning and scope of Vocational Education

1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment

1.3. Approaches and models of Vocational training

1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools

1.5. Approaches & Principles of vocational assessment

UNIT-2

Vocational Transition & Curriculum Planning

2.1. Concept, meaning, importance of transition

2.2. Vocational transition models

2.3. Transitional Planning at pre-vocational & post-vocational level

2.4. Development of Individualized Vocational Transitional Plan

2.5. Development of Vocational Curriculum

UNIT-3

Process of Vocational Rehabilitation & Placement

3.1. Types of Employment Settings

3.2. Process of Job Placement & Creation of Need-based Employment Settings

3.3. Adaptations, Accommodation, Safety Skills and First Aid

3.4. Self-Advocacy & Self Determination Skill Training

3.5. Equal opportunities and attitudes towards persons with disabilities

C   SESSIONAL WORK

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

D   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination		:	**30 Marks**
2. Internal Assessment:		:	**20 Marks**
	(a) Minor Test I / Mid-Term Test	:	**10 Marks**
	(b) Minor Test-II/ ICT Based Quiz	:	**04 Marks**
	(c) Sessional Work i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
	ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of ten questions spread over the entire syllabus with a weight-age of twelve marks for each question. Each unit shall have two questions and the students are to attempt five questions selecting at least one question from each unit. Duration of the examination shall be three hours
Minimum Pass Marks shall be 15 (50%)

G   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 Students 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

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
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B.Ed. Spl. Education (ID)
SEMESTER-IV
(For the examination to be held in May, 2021)
BASIC RESEARCH AND STATISTICS

Course Code	:	**403**	**Maximum Marks** : **50**	
Credits	:	**02**	**External Marks** : **30**	
Course Type	:	**Compulsory**	**Internal Marks** : **20**	

A   COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: describe the concept, purpose and relevance of research in education and special education.

CLO 2: explain the different types of research and the process of conducting research.

CLO 3: apply suitable measures for data organization and analysis.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4	X	X	X
PLO 5	X	X	X
PLO 6			
PLO 7		X	
PLO 8			
PLO 9	X	X	X
PLO 10	X	X	X

B   SYLLABUS

UNIT-1

Introduction to Research

1.1   Research: Concept, Definition and Purpose of Research

1.2   Scientific method and its application in research; Research in education and special education

UNIT-2

Types and Process of Research

2.1   Types of Research, Basic/Fundamental, Applied, Action and Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

2.2   Process of Research: Selection of Problem, Formulation of Hypothesis, Collection of Data, Analysis of Data & Conclusion; Action Research in Teaching Learning Environment

<h3 align="center">UNIT-3</h3>

Measurement and Analysis of Data

3.1   Scale for measurement: Nominal, Ordinal, Interval and Ratio; Professional Competencies for Research

3.2   Organization of data: Array, Grouped distribution, Graphic representation of data (Histogram & Frequency Polygon); Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation And Quartile deviation, Correlation: Product Moment and Rank Order Correlation

C   SESSIONAL WORK

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

D   EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	**30 Marks**
2. Internal Assessment:	:	**20 Marks**
(a) Minor Test I / Mid-Term Test	:	**10 Marks**
(b) Minor Test-II/ ICT Based Quiz (c) Sessional Work	:	**04 Marks**
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	**03 Marks**
ii) Reflection Report	:	**03 Marks**

E   ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

F   NOTE FOR PAPER SETTER

The question paper shall consist of six questions spread over the entire syllabus with a weightage of ten marks for each question. Each unit shall have two questions and the students are to attempt three questions selecting at least one question from each unit. Duration of the examination shall be one hour thirty minutes

Minimum Pass Marks shall be 15 (50%)

G ESSENTIAL 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.
- Gupta, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.

H SUGGESTED READINGS

- Cohen, J. (1988). *Statistical Power Analysis for the Behavioural Sciences*. Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.

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B.Ed. Spl. Education (ID)
SEMESTER-IV
(For the examination to be held in May, 2021)

CROSS DISABILITY AND INCLUSION

Course Code : 404		**Total Marks** : 100	
Credits : 04		**Internal Marks** : 50	
Course Type : Compulsory		**External Marks** : 50	

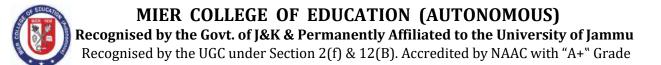| Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	No. of Lessons
1.1	Classroom Observation	Other than ID	Special schools for other disabilities	05	Observation of all subjects at different level, minimum 10 school Periods
		Any Disability	Inclusive Schools	05	Observation of all subject at different level, minimum 10 school Periods
1.2	a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities/ Resource Room	30	20 lessons (10 Language & 10 Non-language)
			Inclusive Schools	30	20 lessons (10 Language & 10 Non-language)
1.3	a. Individualised Teaching lessons on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities	25	20 lessons (10 Language & 10 Non-language)
	b. Individualised Teaching lessons a. Languages b. Non Languages	Any Disability Other than ID	Resource Room /Inclusive Schools	25	20 lessons (10 Language & 10 Non-language)

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SEMESTER-IV

(For the examination to be held in May, 2021)

OTHER DISABILITY SPECIAL SCHOOL

Course Code : 405			**Total Marks** : 100	
Credits : 04			**Internal Marks** : 50	
Course Type : Compulsory			**External Marks** : 50	

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Special schools for other disabilities	Minimum 30 Lessons

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SEMESTER-IV
(For the examination to be held in May, 2021)

INCLUSIVE SCHOOL

Course Code	: 406	**Total Marks**	: 100
Credits	: 04	**Internal Marks**	: 50
Course Type	: Compulsory	**External Marks**	: 50

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 30 Lessons

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability Specialisation and No. of Days
Classroom Observation	Semester –IV (2 days- 10Hrs)
Pedagogy Subject 1&2	Semester-IV (60 Hrs spread across 12 days)
Individualised Teaching Lessons	Semester-IV (50 hrs spread across 10 days)
Observation of support services	Semester-IV (2days-10 Hrs)
F2- Attachment/Internship	Semester-IV (24 days)
F3- Attachment/Internship	Semester-IV (24 days)