



List of New Courses Introduced

Department : Education

Program Name : B.Ed. Special Education Hearing Impairment (HI)

Academic Year : 2020-22

List of New Courses Introduced

Sr. No.	Course Code	Name of the Course
1.	B5	(c) Guidance and Counselling (d) Braille and Assistive Devices
2.	B6	(c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement

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



List of New Courses Introduced

Department : Education

Program Name : B.Ed. Special Education Learning Disability (LD)

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Bilaspur (C.G.)



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

Academic Year : 2020-22

School : School of Studies of Education

Department : Education

Date and Time : September 09, 2020 - 03:00 PM

Venue : DoE, GGV, Bilaspur

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

The following members were present in the meeting:

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

Following points were discussed during the meeting

1. **Following new subjects were added -**

B-5 (c) Guidance and Counselling (d) Braille and Assistive Devices

B-6 (c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement

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

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

The committee discussed and approved the scheme and syllabus from the session 2020-21.

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

Signature & Seal of HoD



Scheme and Syllabus
B. Ed. Special Education Hearing Impairment (HI)

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER - I							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability & Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group -C Disability Specialization Courses	Assessment and Identification of Needs	HIC1	4	100	50	30	70
Group -E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
TOTAL			20	500	250	185	315
SEMESTER - II							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	A5 H A5 E	4	100	50	30	70
	Group-B Cross Disability & Inclusion	Inclusive Education	B4	2	50	25	15
Group -C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	HIC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
TOTAL			20	500	250	185	315



SEMESTER -III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group -C Disability Specialization Courses	Educational Intervention and Teaching Strategies	HIC3	4	100	50	30	70
	Technology and Disability	HIC4	4	100	50	30	70
	Psycho Social and Family Issues	HIC5	2	50	25	15	35
Group -D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group -F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER -IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core courses	Basic Research & Basic Statistic	A6	2	50	25	15	35
Group-B Cross Disability & Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a) Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and Counselling (d) Braille and Assistive Devices	B5	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a) Communication Option :Oralism (b) Management of Learning Disability (c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement	B6	2	50	25	15	35
Group -D EPC	Drama and Art in Education	D2	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group -F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			80	2000	1000	1125	875



Scheme and Syllabus

B. Ed. Special Education Learning Disability (LD)

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER - I							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability & Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group -C Disability Specialization Courses	Assessment and Identification of Needs	HIC1	4	100	50	30	70
Group -E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
TOTAL			20	500	250	185	315
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GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	A5 H A5 E	4	100	50	30	70
Group-B Cross Disability & Inclusion	Inclusive Education	B4	2	50	25	15	35
Group -C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	HIC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
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	Technology and Disability	HIC4	4	100	50	30	70
	Psycho Social and Family Issues	HIC5	2	50	25	15	35
Group -D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group -F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER -IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
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Group -D EPC	Drama and Art in Education	D2	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group -F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			80	2000	1000	1125	875



Scheme and Syllabus

COURSE B5(C): GUIDANCE & COUNSELLING

COURSE OBJECTIVES

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

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

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

Unit 1: Introduction to Guidance and Counselling

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

Unit 2: Enhancing Self Image and Self Esteem

- 2.1 Concept of Self as Human
- 2.2 Understanding of Feelings and Changes
- 2.3 Growth to Autonomy
- 2.4 Personality Development
- 2.5 Role of Teacher in Developing Self-Esteem in Children

Unit 3: Guidance and Counselling in Inclusive Education

- 3.1 Current Status with reference to Indian School
- 3.2 Types of Counselling: Child-Centred, Supportive, Family
- 3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
- 3.4 Group Guidance: Group Leadership Styles and Group Processes
- 3.5 Challenges in Group Guidance

Practicum/ Field engagement

- I. Counselling and report writing on a selected case
- II. Simulation of a parent counselling session
- III. Report of critical observation of a given counselling session

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

Essential Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.



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

Suggested Readings

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



COURSE B5 (D): BRAILLE AND ASSISTIVE DEVICES

COURSE OBJECTIVES

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

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

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

UNIT 1: Braille

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

UNIT 2: Braille Devices-- Types, Description, Relevance

- 2.1 Slate and Stylus
- 2.2 Braille Writer
- 2.3 Electronic Devices— Note takers and Refreshable Braille Displays
- 2.4 Braille Embossers
- 2.5 Braille Translation Software

UNIT 3: Other Devices - Types, Description, Relevance

- 3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- 3.2 Geography: Maps--Relief, Embossed, Models
- 3.3 Science Material
- 3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material
- 3.5 daisy Books, daisy recording smart phone

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

- a. Observe at least five devices in use in at least five school periods.
- b. Draw up an item-wise price list of at least ten devices from different sources.
- c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment.
- d. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school.
- e. Make a report on the application of at least two non-optical devices for children with low vision.

Essential Readings

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System



(1971). The Royal National Institute for the Blind, London.

- Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.
- Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.
- Manual on Bharti Braille (1980). NIVH, Dehradun.
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.
- Proceedings: National Conference on Past and Present Status of Braille in India (2001). All India Confederation of the Blind, New Delhi.

Suggested Readings

- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. UNESCO, Geneva.
- Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press, Boston.



COURSE B6(C): ORIENTATION AND MOBILITY

COURSE OUTCOMES

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

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

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

UNIT 1: Introduction to Orientation and Mobility

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

Unit 2: Human/ Sighted Guide Technique

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

Unit 3: Cane Travel Techniques and Devices & Training in Independent Living Skills

- 3.1 Canes -- Types, Parts, Six Considerations
- 3.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
- 3.3 Use of Public Transport
- 3.4 Identification of Coins and Currency Notes
- 3.5 Eating Skills and Etiquette

Course Work/Practical/ Field Engagement

Undertake any two of the following

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

Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.



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- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina.
 - Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. AFB Press, New York.
 - Jaekle, R. C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. ChristoffelBlinden Mission, West Sussex.
 - Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
 - Smith, A. J., & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press, New York.
 - Dodds, A. (1986). Mobility Training for Visually Handicapped People. Croom Helm, London.
 - Hill, E., & Ponder, P. (1976). Orientation and Mobility Techniques. AFB Press, New York.
 - Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. AFB Press, New York.
 - Singh, J.P. (2003). Technology for the Blind. Kanishka Publication. New Delhi



COURSE B6 (D): VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

COURSE OUTCOMES

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

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

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

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

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

Unit 2: Vocational Transition & Curriculum Planning

- 2.1. Concept, meaning, importance of transition
- 2.2. Vocational transition models
- 2.3. Transitional Planning at pre-vocational & post-vocational level
- 2.4. Development of Individualized Vocational Transitional Plan
- 2.5. Development of Vocational Curriculum

Unit 3: Process of Vocational Rehabilitation & Placement

- 3.1. Types of Employment Settings
- 3.2. Process of Job Placement & Creation of Need-based Employment Settings
- 3.3. Adaptations, Accommodation, Safety Skills and First Aid
- 3.4. Self Advocacy & Self Determination Skill Training
- 3.5. Equal opportunities and attitudes towards persons with disabilities

Hands on Experience

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

Suggested Readings

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students with Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
- Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
- Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.



- Mukhobadhyay, M., &Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
- Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
- Whitehead, T. D., &Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York.

A handwritten signature in blue ink, appearing to be 'S' followed by a flourish.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
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