

CURRICULUM

FOR

TWO-YEAR

B.Ed. Special Education Programme

(Hearing Impairment)

W.e.f.:- 2022-2024



Department of Education

Guru Ghasidas Vishwavidyalaya

(A Central University)

Bilaspur, Chhattisgarh

Objectives of B.Ed. Special Education (H.I.) Programme:

The B.Ed. Special Education (H.I.) programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. Special Education (H.I.) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and this being teachers for all children. After completing the B.Ed. Special Education (H.I.) programme the student-teachers will:

- a-Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- b-Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of children with learning disabilities in specific.
- c-Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- d- Enhance knowledge and skills for professional development.

Duration of B.Ed. Special Education (H.I.) Programme:

The B.Ed.SpecialEducation (H.I.) programme is a Two-year (four semesters) full time Professional programme. The attendance of the students in the Department of Education during all the semesters shall be minimum 80% for all course work and 90% practicum and 90% for school internship.

Curriculum Framework:

The details of the curriculum framework along with the aim of the course, course outlines, modes of learning engagement as well as modes of assessment for each course are presented hereunder.

The B.Ed. Special Education (H.I.) curriculum shall comprise of six groups of courses as depicted below:

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|----------------|--|---|---|
| Group A | – Core Courses & Pedagogy Courses | : | <i>Courses in Group A shall provide a conceptual understanding of the concepts of education, teaching and learning and as also situate them in the broader perspective of society and development. They shall help in understanding the nature of the various disciplines and school subjects, setting achievable goals, developing competencies to envision and design learning situations for learners, and enter into the learners' mind to assess the learning.</i> |
| Group B | – Cross Disability & Inclusive Education /Optional Courses | : | <i>Courses in Group B shall enable the prospective teachers become effective teachers to cater the needs of an inclusive school setting and develop their ability to understand as well as cater the need of various other kinds of disability needs. These courses shall also provide opportunities of skill development required for dealing with the chosen area of disability.</i> |
| Group C | – Disability Specialization Courses | : | <i>Courses in Group C shall provide specialization about specific disability to the prospective teachers to be acquainted with some key issues in school education.</i> |
| Group D | – Enhancing Professional Capacities | : | <i>The skill oriented courses under the Group D visualize a set of experiences that shall help the prospective teachers to develop an appropriate self-concept, enhance their self-esteem, and also to enhance their professional capacity.</i> |
| Group E | – Practical Related to Disability | : | <i>Courses in Group E shall provide specialization about specific disability, cross disability and inclusive setting to the prospective teachers to be acquainted with some key issues in school education.</i> |
| Group F | – Field Engagement /School Internship | : | <i>The Group F provides the prospective teachers a context of hands on experience to practice their professional skills in the specific disability, cross disability and inclusive setting and to get a holistic understanding of various complexities in the process of school education.</i> |

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	EHBATT1	4	100	50	30	70
	Contemporary India & Education	EHBATT2	4	100	50	30	70
Group-B Cross Disability & Inclusion	Introduction to Sensory Disabilities	EHBATT3	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	EHBATT4	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	EHBATT5	2	50	25	15	35
Group -C Disability Specialization Courses	Assessment and Identification of Needs	EHBATT6	4	100	50	30	70
Group -E Practical Related to Disability	Practical- Disability Specialization and Inclusive School	EHBALF1	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	EHBTT1	4	100	50	30	70
	Pedagogy of Teaching (any one) Science	EHBTTY1	4	100	50	30	70
	Social Science	EHBTTY2					
	Mathematics	EHBTTY3					
Group-B Cross Disability & Inclusion	Pedagogy of Teaching (any one) Hindi	EHBTTY4	4	100	50	30	70
	English	EHBTTY5					
Group-B Cross Disability & Inclusion	Drama and Art in Education	EHBGA1	2	50	35	15	35
Group -C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	EHBTT3	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Cross Disability and Inclusion	EHBBLF2	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 –A Core Courses	Basic Research &Basic Statistics	EHBCTT1	2	50	25	15	35
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	EHBCTT2	4	100	50	30	70
	Technology and Disability	EHBCTT3	4	100	50	30	70
Group –D EPC	Reading and Reflection on Text (EPC)	EHBCEG1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	EHBCLF1	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	EHBCEF1	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-B Cross Disability & Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion)		2	50	25	15	35
	(a)Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and Counselling (d) Braille and Assistive Devices	EHBDDT1 EHBDDT2 EHBDDT3 EHBDDT4					
	Skill Based Optional Course (any one of Disability Specialization)		2	50	25	15	35
	(a)Communication Option :Oralism (b)Management of Learning Disability (c) Orientation & Mobility (d)Vocational Training, Transition & Job Placement	EHBDDT5 EHBDDT6 EHBDDT7 EHBDDT8					
Group –C Disability Specialization Courses	Psycho Social and Family Issues	EHBDDT1	2	50	25	15	35
Group –D EPC	Inclusive Education	EHBDDT2	2	50	25	50	00
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	EHBDF1	4	100	50	100	00
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	EHBDEF1	4	100	50	100	00
	Inclusive School	EHBDEF2	4	100	50	100	00
TOTAL			20	500	250	395	105
TOTAL CREDITS			80	2000	1000	1090	910

Flexibility Elements in the curriculum:

As alternatives to some of the courses offered as above, 2 credits may be flexibly allowed to be earned from the MOOC programs approved by the UGC as available in the appropriate semester of program duration. The availability of buckets of courses shall be announced at the beginning of semester. The credits will be reflected in the final progress report of the candidates. The total credit required for the programme will not be disturbed.

Value Added Courses:

Students may earn at least 2 credits from a bucket of courses offered by the ONLINE courses/MOOCs approved by UGC within the total duration of the programme which shall be reflected at the final progress report of the candidates. The availability of the courses will be announced at the beginning of each semester so that the students may take courses as per their choice in whichever semester as suitable to them. The credit of the value added course taken by the students shall be extra to the requirement of the total minimum credits for the particular programme.

Weightage of Evaluation:

Weightage for Internal and External evaluation for every component in Group A to Group F will be as stated below:

Group	Internal	External
Group A –Core Courses& Pedagogy Course	30%	70%
Group B –Cross Disability & Inclusive Education /Optional Courses	30%	70%
Group C– Disability Specializations Courses	30%	70%
Group D –Enhancing Professional Capacities	100% (As per University guidelines)	
Group E - Practicum Related to Disability	100% (As per University guidelines)	
Group F - Field Engagement /School Internship	100% (As per University guidelines)	

Internal Examination Scheme:

*Internal and external examination schemes will be decided by the University which is subjected to change from time to time.

COURSE -EHBATT1: HUMAN GROWTH & DEVELOPMENT

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk

The B.Ed. Spl. Edu.H.I.First Semester student will be able to–

- CO1-Explain the Approaches to Human Development.
- CO2-Explain the Early Year Development.
- CO3- Explain the Adolescence.
- CO4-Explain the Theoretical Approaches to Development.

UNIT 1: Approaches to Human Development

- 1.1 Concept and definition of development.
- 1.2 Difference between growth and development.
- 1.3 Nature of development.
- 1.4 Principles of development, Factors influencing development.

UNIT 2: The Early Year

- 2.1 Infancy: Concept, Characteristics.
- 2.2 Infancy: Physical development, cognitive development.
- 2.3 Childhood: Concept, Characteristics.
- 2.4 Childhood: Physical development, cognitive development and social development.

UNIT 3: Adolescence

- 3.1 Concept & meaning.
- 3.2 Physical development.
- 3.3 Cognitive development.
- 3.4 Challenges of adolescence.

UNIT 4: Theoretical Approaches to Development

- 4.1 Cognitive & social-cognitive theories (Bruner, Vygotsky).
- 4.2 Psychosocial Theory (Erikson).
- 4.3 Psychoanalytic Theory (Freud).
- 4.4 Ecological Theory (Bronfenbrenner).

Engagement with the field as part of course as indicated below:

Hand on Experience

- Observe Children in Various setting and identify milestone achieved.
- Seminar on Human development
- Writing journal for reflection and case study

Suggested Reading/Learning Reference-

- Berk,L.E.(200) *Human Development. Tata McGraw Hill Company, New York*
- Brisban,E.H.(2004) *The Developing child ,McGraw Hill USA*
- Cobb,N.J.(2001) *The child infants, children and adolescent. Mayfield Publishing Company New York*
- Hurlocl,E.B.(2005) *Child growth and development Tata McGraw Hill Company, New York.*
- Hurloc ,E.B.(2006) *Developmental Psychology-A life span approach. Tata McGraw Hill Company, New York*
- Meece,J.S.&EcclesJ.L(EDS)(2010) *Handbook of Research on Schools,Schooling and Human Development New York*
- Mittal,S.(2006) *Child development-Experimental psychology. Isha book Delhi.*

- Nisha,M(2006). Introduction to child development Isha book, Delhi.
Singh A.K. SikshamanovigyaanMotilal Publication Varanasi
Santrock J.W.(2007) Adolescence,Tata McGraw Hill Publishing Company New Delhi
Santrock J.W. Child Development.Tata McGraw hill publishing company New Delhi

COURSE –EHBATT2: CONTEMPORARY INDIA AND EDUCATION

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4+2 Hrs./wk

The B.Ed. Spl. Edu.H.I.First Semester student will be able to–

- CO1-Explain thePhilosophical Foundation of Education
- CO2-Explain theUnderstand the concept of diversity
- CO3-Explain theContemporary Issues and Concerns
- CO4-Explain theEducation Commission and policy (School Education)

UNIT 1: Philosophical Foundation of Education

- 1.1 Education: Concept, definition and scope.
- 1.2 Philosophies of Education: Idealism, Naturalism.
- 1.3 Classical Indian Perspective: Vedanta, Buddhism.
- 1.4 Indian Philosophers: Vivekananda, Gandhi.

UNIT 2: Understanding Diversity

- 2.1 Concept of Diversity.
- 2.2 Types of Diversity: Gender, linguistic, cultural.
- 2.3 Diversity in Learning and Play.
- 2.4 Addressing diverse learning needs of CWSN.

UNIT 3: Contemporary Issues and Concerns

- 3.1 Universalization of Elementary Education: objective, importance.
- 3.2 Universalization of Secondary Education: objectives and Problems.
- 3.3 Issues of Quality and Equity: Physical, economic, social and culture.
- 3.4 Equal Educational opportunity: Meaning of equality & constitutional provisions.

UNIT 4: Education Commission and policy (School Education)

- 4.1 Constitutional provision: democracy, social justice.
- 4.2 National Commissions & Policies: NPE (1986), NEP 2020.
- 4.3 National Act: RCI Act (1992); NT Act (1999).
- 4.4 NCF (2005), Millennium Developmental Goals (2015).

Some suggested Activities on contemporary issues

- Comparative study of different setting
- Educational Debates & movement
- RTE Act in the Context of Disadvantaged
- Special and Inclusive school
- Education status of various groups
- Conflict &social movement in India: Women, Dalit,Tribal& Disabled
- Human right, Minority right

Suggested Reading/Learning Reference-

- AggrwalJ.C.(1992) Development and Planning of Modern Education: New Delhi VikasPublishing House PVT Ltd
- Anand S.P.(1993) The teacher & Education in Emerging Indian society,NewDelhi:NCERT
- Bhat B.D. (1996) Educational Document in India,NewDelhi:Arya Book Depot.
- Bhatia K&Bhatia B.(1997) The Philosophical &Sociological Foundation,New Delhi Doaba house
- Dubey,S.C.(2001)Indian Society,National book Trust:New Delhi
- Jagannath ,M.(1993)Indian Education in the Emerging society,New Delhi Sterling Publishers Pvt Ltd

Essential Readings

- Guha, R.(2007)India after Gandhi: The history of the World largest Democracy.Macmillon: Delhi.
- *National Education commission (1964-66) Ministry of Education, Govtof India, New Delhi.*
- *National Policy on Education (1986&92)Ministry of Human Resource Development Govt.of India, New Delhi.*
- *Right to education Act (2009) Ministry of Human Resource Development Govtof India, New Delhi.*

COURSE -EHBATT3: INTRODUCTION TO SENSORY DISABILITIES

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

The B.Ed. Spl. Edu.H.I. First Semester student will be able to–

- CO1-Explain theHearing Impairment: Nature & Classification.
- CO2 -Explain the Impact of Hearing Loss.
- CO3 -Explain theVisual Impairment & Deaf Blind.

UNIT 1: Hearing Impairment: Nature & Classification

- 1.1. Types of sensory impairments: Single& Dual sensory impairment
- 1.2. Importance of hearing and Types of Hearing impairment
- 1.3. Process of hearing
- 1.4. Definition of hearing loss, hearing impaired/ disability/ handicapped

UNIT 2: Impact of Hearing Loss

- 2.1Characteristics of learners with hearing loss and impact of different degrees of hearing Impairment on communication
- 2.2 Language & communication issues attributable to hearing loss and need for early Intervention
- 2.3Communication options
- 2.4Restoring techniques using human (interpreter) & technological support (hearing devices)

UNIT 3: Visual Impairment & Deaf Blind

- 3.1 Process of Seeing and Common Eye Disorders.
- 3.2 Blindness and Low Vision— Definition, causes and prevention.
- 3.3 Deaf-blindness: Definition, causes, classification, prevalence and characteristics.
- 3.4 Importance of Early Identification and Intervention.

UNIT 4: Deaf Blind

- 4.1Deaf-blindness: Definition, causes classification, prevalence and characteristics.
- 4.2 classification, prevalence and characteristics of Deaf blind
- 4.3 Importance of Early Identification and Intervention.
- 4.4 Functional Assessment Procedures and Educational Implication

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 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

MODE OF TRANSACTION: Visits, Observations, Videos and Interactions with Students with Disabilities

Suggested Reading/Learning Reference-

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart &Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and

Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.

- Handbook on Deaf blindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fdownload%2Ffile&ei=LkY6VdGLOIKymAW604CgDg&usq=AFQjCNHxjc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE00LPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss*. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.
- Auditory-Verbal International (1991). *Auditory-verbal position statement*. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and ChristoffelBlinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the Blind.
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). *Intervention Plans for Children*. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

COURSE –EHBATT4: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

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

The B.Ed. Spl. Edu. H.I First Semester student will be able to–

- CO1-Explain the Learning Disability: Nature, Needs and Intervention.
- CO2-Explain the Intellectual Disability: Nature, Needs and Intervention.
- CO3-Explain the Autism Spectrum Disorder: Nature, Needs and Intervention.

UNIT 1: Learning Disability: Nature, Needs and Intervention

- 1.1 Definition, Types and Characteristics
- 1.2 Tools of Assessment
- 1.3 Strategies for reading, Writing and Maths
- 1.4 Individualized Education Plan for LD

UNIT 2: Intellectual Disability: Nature, Needs and Intervention

- 2.1 Definition, Types and Characteristics
- 2.2 Tools of Assessment, Assistive Devices
- 2.3 Strategies for Functional Academics and Social Skills, Life Skill Education
- 2.4 Individualized Education Plan.

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

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Instructional Approaches
- 3.4 Teaching Methods Vocational Training

Unit 4: Person with Leprosy cured

- 4.1 Definition and Characteristics
- 4.2 Leprosy prevention
- 4.3 Types of characteristics
- 4.4 Leprosy of causes

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Prepare a Individualized Education Plan for LD Child
- Prepare a life skill curriculum for ID
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism

Suggested Reading/Learning Reference-

- 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 Severe Emotional Problems. <http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf>
- 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, London.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi. RCI B.Ed.Spl.Ed. Curriculum Page 70 15 May 2015
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice.Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity.Allyn& Bacon, Boston.
- 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.

COURSE -EHBATT5: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

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

The B.Ed. Spl. Edu.H.I. First Semester student will be able to–

- CO1-Explain the Cerebral Palsy (CP).
- CO2-Explain the Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy.
- CO3-Explain the Multiple Disabilities and Other Disability Conditions.

UNIT 1: Cerebral Palsy (CP)

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

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

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and education
- 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School.

UNIT 3: Multiple Disabilities and Other Disability Conditions

- 3.1 Multiple Disabilities: Meaning and Classifications
- 3.2 Cause and type of multiple disabilities
- 3.3 Educational management for multi handicapped
- 3.4 Effects of multi handicapped

Unit4: Mental illness

- 4.1 Definition of mental illness
- 4.2 Mental health and problems
- 4.4 Types of mental illness
- 4.4 Cause of mental illness

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (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.

MODE OF 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

Suggested Reading/Learning Reference-

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

COURSE- EHBATT6: ASSESSMENT AND IDENTIFICATION OF NEEDS

COURSE OUTCOMES **MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk**

The B.Ed. Spl. Edu.HI First Semester student will be able to–

- C01-Explain the Early Identification of Hearing Loss: Need and Strategies
- C02-Explain the Audiological Assessment
- C03-Explain the Assessment of Language & Communication
- C04-Explain the Assessment of Speech.
- C05-Explain the Assessment of Curricular Areas

Unit 1: Early Identification of Hearing Loss and Educational assessment

- 1.1 Need for early identification of hearing loss
- 1.2 Team members involved in hearing screening and their role
- 1.3 Educational Assessment: Concept and Scope ,Types of Assessment ,Tools and techniques
- 1.4 Factors affecting educational performance: individual, Family and Environment

Unit 2: Audiological Assessment

- 2.1 Orientation: Sound, Physical and psychological parameters/attributes, Auditory& Speech milestones in typical children (0-2 years)
- 2.2 Assessment & methods of assessment: Subjective & Objective test
- 2.3 Audiometer: Block diagram, Parts & use; Types of audiometry, Pure Tone Audiometry
- 2.4-Audiogram: concept, interpretation with different types and degrees of hearing loss

Unit 3: Assessment of Language & Communication

- 3.1 Communication: Concepts and types
- 3.2 Language: Concept, Types (verbal and manual) and Structure
- 3.3 Developmental milestones in typically growing children; Impact of deafness on Communication and language
- 3.4 Identification of needs related to communication and language

Unit 4: Assessment of Speech

- 4.1 Speech: Definition, Pre-requisites
- 4.2 Basics of Respiration, Articulation and phonation
- 4.3 Speech Error, Speech as an overlaid function
- 4.4 Speech Intelligibility: Concept, Factors & Assessment

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Compiling checklists (at least two) to identify hearing impairment in children
- Using the audiograms of children (at least two), identify the audiological needs of each
- Profiling the speech of children (at least two) by using a speech assessment kit
- Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
- Compile various tools used for educational assessment of children

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersey
- Brigrance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing, Allyn and Bacon publication, Boston
- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching, Prentice hall publication, New Jersey
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6thed). New York: Appleton-Century-crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins
- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Quigley & Paul, (1984) Language and deafness, College – Hill Press Inc. California
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.
- UNICEF (2006), new trends in development evaluation. Retrieved from

COURSE-EHBALF1:PRACTICAL- DISABILITY SPECIALISATION /INCLUSIVE SCHOOL

MARKS: 50 | CREDITS: 2 | 4Hrs. /wk

Task For The Student-Teacher	Disability Focus	Education Setting/Test	Hrs (60)	Description	Marks
Visit	Major Disability /Inclusive School	Major Disability /Special schools for other disability	10	As per School time	05
Classroom Observation	Major Disability	Special school	20	Minimum 20 school Period	10
	Other than major Disability	Special schools for other disability	20	Minimum 20 school Period	10
	Any Disability	Inclusive school	10	Minimum 10 school Period	05
Assessment in developmental psychology	Institute / Clinic	*Studying & Observing any 2(intelligence and personality test) assessment reports and noting the diagnosis and recommendations			05
Assessment of hearing	Institute / Clinic	PTA, Studying 5 Audiograms and noting the diagnosis & recommendations			05
Assessment of speech	Institute / Clinic	*Observing speech assessment (screening) – 2			05
Assessment of language	Institute / Clinic	*Studying & describing language tests – 1 *Observations of any one test administration – 1 child			05

* Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva voce examination.

Schedule for practical for **EHBALF1** shall be included in the time table (four week may be allocated).

COURSE –EHBTT1: LEARNING, TEACHING AND ASSESSMENT

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4|4+2 Hrs. /wk

The B.Ed. Spl. Edu.H.I. Second Semester student will be able to–

- CO1-Explain the Human Learning.
- CO2-Explain the Learning Process.
- CO3-Explain the Teaching learning Process, Motivation and Intelligence.
- CO4-Explain the Overview of Assessment and school System.

UNIT 1: Human Learning

1.1 Human Learning: Meaning, definition.

1.2 Psychophysical Basis of Learning.

1.3 Learning theories: Behaviourism-Pavlov, Thorndike, Skinner's theory.

1.4 Cognitivism & Social Constructivism theories: Piaget, Bandura.

UNIT 2: Learning Process

2.1 Sensation: Definition and Sensory Process.

2.2 Attention: Definition and Affecting Factors.

2.3 Perception: Definition and types.

2.4 Memory: Definition and types.

UNIT 3: Teaching learning Process, Motivation and Intelligence

3.1 Maxims of Teaching.

3.2 Stages of teaching: Plan, Implement, Evaluate, Reflect.

3.3 Motivation: Nature, definition and Maslow's theory.

3.4 Intelligence Theories: Two factor theory, Multi factor theory.

UNIT 4: Overview of Assessment and school System

4.1 Assessment: Conventional meaning and Constructivist perspective.

4.2 Assessment of Learning and Assessment for learning: Meaning and Difference.

4.3 Comparing assessment, evaluation, measurement, test and examination.

4.4 Formative and summative evaluation curriculum based measurement

Engagement with the field as part of course as indicated Below:

1. Report submission: Observation of children belonging to any three stages of development and describing applications of development in teaching – learning context

Suggested Reading/Learning Reference-

- Amin, N (2002) Assessment of Cognitive Development of Elementary school Children Agency. A psychomet approach, Jain Book agency New Delhi
- Chauhan, S.S. (2013) Advanced Educational Psychology. Jain book agency New Delhi
- King- Sear, 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 New Delhi
- Woolfolk, A. Mishra G. & Jha A.K. (2012) Fundamental of Educational Psychology, 11th EDN Pearson Publication New Delhi
- Singh, A.K. *Siksha Manovigyaan Motilal banarsidas publ Varanasi*
- Geisinger, K.F. (2013) APA Handbook of testing and Assessment in Psychology. Available at APA USA

- Howell,K.W.&Nolet,V (2000)Curriculum–BsedEvaluation:Teaching and decision making Scarborough ,Ontario Canada Wadsworth
- McMillion J.H.(2001) Classroom Assessment Principles and Practice for Effective instruction Allyn and Bacon London And available text book

COURSE – EHBTY1: PEDAGOGY OF TEACHING SCIENCE

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk

The B.Ed. Spl. Edu.H.I. Second Semester student will be able to–

- CO1-Explain the Nature and Significance of Science.
- CO2-Explain the Planning for Instruction.
- CO3-Explain the Approaches and Methods of Teaching Sciences.
- CO4-Explain the Learning Resources for Teaching Science, Assessment and Evaluation.

UNIT 1: Nature and Significance of Science

- 1.1 Nature of Science.
- 1.2 Correlation of Science with other subjects.
- 1.3 Importance of Science in school curriculum.
- 1.4 Role of Science for Sustainable development, Impact of Science on Environment.

UNIT 2: Planning for Instruction

- 2.1 Aims and objectives of teaching Science in secondary schools.
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term.
- 2.3 Lesson Planning: Meaning, Importance & Elements.
- 2.4 Unit Planning: Definition, Purpose & Elements.

UNIT 3: Approaches and Methods of Teaching Sciences

- 3.1 Meaning, importance of approaches and teaching methods.
- 3.2 Learner centered & teacher centered teaching methods.
- 3.3 Lecture method, demonstration method and problem solving method, project method.
- 3.4 Constructivist approach: comparison of traditional pedagogy & constructivist approach.

UNIT 4: Learning Resources for Teaching Science, Assessment & Evaluation

- 4.1 Teaching Learning Aids: Definition and importance.
- 4.2 Science Textbooks: Meaning, characteristics and criteria for evaluation.
- 4.3 Science Laboratory: As a learning resource.
- 4.4 Assessment & Evaluation: Concept, definition and importance, Definition and importance.

Practical/Field Engagement /Project 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 student with disabilities in view.

III. Developing an Action Research Plan on a Problem Related to teaching and learning of science 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 student with Disabilities.

Suggested Reading/Learning Reference-

- Anderson, H. O. Readings in Science Education for the Secondary School. New York
- Brown,R.(1978) *Science Instructionsof Visually Impaired Youth.NewYork:AFB*
- Buxton,A.C.(2010) Teaching Science in Elementry and Middle School.NewDelhi:Sage Publications
- Bybee,R.(2010b).*TheTeaching of science,21st-century perspectives.arlingtonVA:NSTA Press USA*
- Fensham,P.J.(1994)*The Content of Science:AConstructive Approach to its Teaching and Learning. Washington DC: The Falmerpress,USA,*
- Gupta,V.K.(1995) *Teaching and Learning of Scienceand Technology. New Delhi:Vikas Publishing House Pvt.Ltd*
- Henninen, K.A.(1975)*teaching of Visually Handicapped,ohio:CharlesE.Merrill Publishing Company.*
- Joshi, S.R.(2005) *Teaching of Science.Newdelhi:A.P.H. Publishing Corporation.*
- Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education, Vol. VI, UNESCO, Paris.*
- Nair, C.P.S.*Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.*
- .Negi, J. S.*BhautikShikshan, VinodPustakMandir, Agra*
- Misra, K.S.*Effective Science Teaching.Anubhav Publishing House, Allahabad*
- NCERT, (2005). *Focus Group Report' Teaching of Science NCERT New Delhi.*
- NCERT, (2006). *National Curriculum Framework- 2005, NCERT. New Delhi.*
- Rawat D. S.*Vigyanshikshan, VinodPustakMandir, Agra.*
- Vaidya, N.*The Impact of Science Teaching, New Delhi : Oxford and IBH Publishing Co., India.*
- Yadav, M.S.*Teaching of Science, Amol Publications.*
- ..Mohan, Radha*Innovative Science Teaching: For Physical Science Teachers. New Delhi: PHI Learning Pvt. Ltd.*

- Sharma, S.*Constructivist Approaches to Teaching and Learning*, New Delhi: NCERT
- Sharma, R.C. *Modern Science Teaching*, New Delhi: DhanpatRai Publications,
- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Rawat D. S.Vigyanshikshan, VinodPustakMandir, Agra.
- Vaidya, N.*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S.Teaching of Science, Amol Publications.
- UNESCO*The UNESCO Source Book for Science Teaching*.UNESCO, Paris.
- Gupta, S.K.(1983) Technology of Science Education,Delhi:Vikas Publishing House Pvt.Ltd.
- Gupta ,V.K.(1995) Reading in Science and Mathematics Education,Ambala:The associated Press
- Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
- Rao ,V.K.(2004) Science Education,APH Publishing Corpn.New Delhi

COURSE – EHBTY2: PEDAGOGY OF TEACHING SOCIAL SCIENCE

COURSE OUTCOMES

MARKS: 100 | CREDITS:4 | 4+2

Hrs./wk

The B.Ed. Spl. Edu.H.I. Second Semester student will be able to–

- CO1-Explain the concept, nature and scope of social science.
- CO2-Explain theCurriculum and Instructional Planning.
- CO3-Explain theApproaches to Teaching of Social Science
- CO4-Explain theEvaluation of learning in Social science

UNIT 1: Nature of Social Science

- 1.1Concept, scope and Nature of Social Science.
- 1.2Difference Between Social Science and Social studies.
- 1.3Aims and objective of teaching social science at School level.
- 1.4Significance of Social Science as a core subject.

UNIT 2: Curriculum and Instructional Planning

- 2.1Organization of social science curriculum at school level.
- 2.2Instructional Planning: Concept, need and importance.
- 2.3Unit Plan and Lesson Plan: need and importance.
- 2.4Procedure of Unit and Lesson Planning.

UNIT 3: Approaches to Teaching of Social Science

- 3.1 Methods of teaching social science: Lecture, discussion and project method.
- 3.2 Devices and Techniques of teaching social studies- Narration, fieldtrip, storytelling, role play,group and self-study.
- 3.3 Programmed learning, inductivethinking, concept mapping, and problem solving.
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical Chart, Maps &Globes, use of different types of Board (Smart boards, Chalk Board, Flannel Board).

UNIT 4: Evaluation of learning in Social science

- 4.1 Purpose of evaluation in social science.
- 4.2 Techniques of evaluating learner achievement in social science: Written and Oral test.
- 4.3 Construction of teacher made test
- 4.4 Diagnostic test for children with disabilities.

Transaction

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

Course work/Practical/Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a Problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop question and achievement test in social science

- Organize activities like quiz, mock- parliament , field trips exhibitions and any other co-curricular activities in schools.

Suggested Reading/Learning Reference-

- Aggrwal, J.C.(2008) Principles,Methods& Techniques of Teaching.UP: Vikas Publishing House PvtLtd
- Batra,P.(2010) Social science Learning In Schools Perspective and Challenges,Sage Publication PvtLtd:Pap/Com Chauhan,S.S.(2008) Innovations in Teaching Learning Process.UP:Vikas Publishing House PVT Ltd.
- Dhand,H.(2009) Techniques of Teaching New Delhi.New Delhi :APH Publishing Corporation
- Duplass,J.A.(2009) *Teaching Elementary social studies.New Delhi: Atlantic Publishers.*
- Mangal,U.(2005) SamajikShikshan ,ARYa Book Depot,New Delhi
- Aggrwal,J. C.(2008). Teaching of Social Studies: A practical Approach (4thEd). UP: Vikas Publishing House pvtltd .
- 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 Economic, Prakashan Kendra, Luck now
- Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.
- Sharma,R.N.(2008) Principles and Techniques of Education Delhi: Surjeet Publications
- Singh Y.K. (2009) .Teaching of History: Modern Methods New Delhi :APH Publishing Corporation.
- Stone , R. (2008) Best Practices For Teaching Social studies: What award –Winning Classroom Teachers Do,Crowin CA.

COURSE – EHB BTY3: PEDAGOGY OF TEACHING MATHEMATICS

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk

The B.Ed. Spl. Edu. H.I Second Semester student will be able to–

- CO1-Explain the Nature and Significance of Mathematics.
- CO2-Explain the Instructional Planning in Mathematics.
- CO3-Explain the Approaches and Methods and Teaching Learning Material of Teaching Mathematics.
- CO5-Explain the Assessment and Evaluation for Mathematics Learning.

UNIT 1: Nature and Significance of Mathematics

- 1.1 Meaning & nature of Mathematics.
- 1.2 Characteristics of Mathematics.
- 1.3 Importance of Mathematics in school curriculum.
- 1.4 Correlation of Mathematics with other subjects.

UNIT 2: Instructional Planning in Mathematics

- 2.1 Aims and objectives of teaching Mathematics in secondary schools.
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term.
- 2.3 Lesson Planning: Meaning, Importance & Elements.
- 2.4 Unit Planning: Definition, Purpose & Elements.

UNIT 3: Approaches and Methods and Teaching Learning Material of Teaching Mathematics

- 3.1 Meaning, importance of approaches and teaching methods.
- 3.2 Types of teaching methods and approach.
- 3.3 Teaching Learning Aids: Definition and importance.
- 3.4 Teaching Learning material: Types and uses.

UNIT 4: Assessment and Evaluation for Mathematics Learning

- 4.1 Assessment: Concept, definition and importance.
- 4.2 Evaluation: Definition and importance.
- 4.3 C C E: Objectives, formative assessment and summative assessment.
- 4.4 Achievement Test: Definition, Aims and steps of construction.

Practical/Field Engagement/Project Work

(Any one of the Following)

I. Preparation of multimedia presentation on a topic with special reference to students with disabilities

II. Analyzing errors committed by school children in Mathematics and preparing a remedial plan.

III. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities.

Transactions: Lecture cum demonstration, workshop and Seminars

Suggested Reading/Learning Reference-

- Carey,L.M.(1988) *Measuring and Evaluating School learning*,Boston:Allyn and Bacon
- Chamber P(2010) *Teaching Mathematics*,SagePublication,Newdelhi
- Chaman,L.R.(1970)*The Process of Learning Mathematics*,Newyork:Pregamon Press.
- David A.H.(2007) *Teaching Mathematics Meaningfully:Solution for Reaching Struggling Learners* , Canada:Amazon Book
- David,W.(1998) *How ChildrenThink and Learn* ,New York:Blackwell Publishers Ltd.
- Gupta,H.N.&Shankara,V(1984) *Content-cum-Methodology of Teaching mathematics*, NCERT,New Delhi
- James,A(2005) *Teaching of Mathematics*,NewDelhi:neelkamal Publication
- Kumar,S.(2009)*Teaching Mathematics*,New Delhi :Anmol Publication
- Mangal , S.K.(1993)*Teaching of Mathematics*,NewDelhi:Arya Book Depot.
- UNESCO. *The UNESCO Source Book for Mathematics Teaching*. UNESCO, Paris.
- NCERT, (2005).*National Curriculum Framework- 2005*NCERT New Delhi.
- NCERT, (2009).*National Curriculum Framework- 2009*, NCERT. New Delhi.
- *Teaching of Mathematics(ES-342)Block 1-4(2009)*. IGNOU ,New Delhi
- *Text Book of Mathematics for Class-VI to X (2006)* NCERT,New Delhi

पाठ्यक्रम के उद्देश्य –

MARKS: 100 | CREDITS: 4 | 4+2 Hrs./Wk

प्रस्तुत पाठ्यक्रम द्वारा बी.एड. विशेष शिक्षा-श्रवण अक्षमता के विद्यार्थी इस योग्य होंगे कि-

- CO1-गद्यका स्वरूप एवं विशेषताओं का वर्णन करेंगे
- CO2-गद्यकी पाठयोजना निर्माणकरेंगे
- CO3-पद्य का स्वरूप विश्लेषण करेंगे
- CO4-पद्य की पाठयोजना निर्माण कर करेंगे
- CO5-हिन्दी भाषा में व्याकरण का स्वरूपका विश्लेषण करेंगे
- CO6-व्याकरण शिक्षण के उद्देश्य, महत्व एवं विधियाँ की रचना करेंगे
- CO7-मॉडल ऑफ टीचिंग का हिन्दी शिक्षण प्रयोग करेंगे
- CO8-हिंदी भाषा शिक्षण में सूचना संचार तकनीकी का प्रयोग करने में भाषाई कौशल और उनका महत्व का वर्णन करेंगे

इकाई १ : भाषा ,हिन्दी भाषा की प्रकृति एवं प्रयोज्यता और पाठ्यवस्तु संवर्धन

- भाषा का प्रत्यय और उपयोगिता, बोली और मानक भाषा का प्रत्यय ।
- भाषा का कार्य एवं एक उपकरण के रूप में इसका उपयोग तथा भाषा अध्यापन के सिद्धांत ।
- मूल –भूत भाषा कौशलों – श्रवण,वाचन, पठन,और लेखन का परिचय(भूमिका एवं विधियाँ) ।
- हिन्दी साहित्य का सामान्य परिचय ,हिन्दी गद्य एवं पद्य साहित्य की विधाओ का सामान्य परिचय,प्रमुख साहित्य एवं साहित्यकार के नाम ।

इकाई २ : भाषा अधिगम की प्रकृति और पाठ नियोजन

- इकाई नियोजन परिचय और प्रक्रिया, पाठ योजना- परिभाषा,तत्व एवं उपागम और पाठ योजना के चरण और उनका क्रियान्वयन ।
- भाषा शिक्षण में वर्ण/ शब्द व्यवस्था स्वर, व्यंजन,अक्षर, वर्तनी, लिंग, वचन,वाक्य के अंग ,वाक्य के भेद, कारक चिन्ह का अध्ययन ।
- हिन्दी शिक्षण के ज्ञानात्मक ,बोधात्मक ,कौशलात्मक और भावनात्मक उद्देश्यों का निर्धारण
- विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन ।

इकाई ३ : हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- गद्य शिक्षण की अर्थबोध ,व्याख्या विस्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा ।
- पद्य शिक्षण की शब्दार्थ कथन ,खंडान्वय ,व्यास और समीक्षाविधि का परिचय
- माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता, उपयोगिता,व्याकरण शिक्षण की विधि – निगमन,आगमन ,पाठ्यपुस्तक विधियों का मूल्यांकन
- भाषा शिक्षण की प्रमुख विधियों के नाम एवं प्रदाता के नाम, शिक्षण उपकरणोंका संप्रत्यय ,उद्देश्य और उपयोगिता

इकाई ४ : भाषा अधिगम,एवं शब्द- सृजन प्रक्रिया एवं मूल्यांकन की प्रविधि

- भाषा शिक्षण के दौरान शब्द- सृजनका प्रयोग—शुद्ध-अशुद्ध , पर्यायवाची शब्द, देशज- विदेशज शब्द |
- भाषा शिक्षण के दौरान शब्द- सृजनका प्रयोग – उपसर्ग ,प्रत्यय ,संधि शिक्षण,समास शिक्षण |
- भाषा में मूल्यांकन की संकल्पना ,उद्देश्य और महत्व एवं प्रकार , और सतत एवं व्यापक मूल्यांकन।
- श्रुतलेख,सुलेख,अनुलेख,प्रतिलेख,कक्षागत पाठ्य सहगामी गतिविधियो : -गीत ,अभिनय, संवाद क्रियाकलाप,नेतृत्व के गुण और पोर्टफोलियो बनाना |

संदर्भ पुस्तके-

- हिन्दी शिक्षण : अभिनव आयाम , डॉ श्रुतिकान्त पाण्डेय अकसीस प्रकाशन ,दरियागंज नई दिल्ली 2010
- हिन्दी शिक्षण ,उमा मंगल ,आर्य बुक डिपो करोल बाग नई दिल्ली 2005
- हिन्दी शिक्षण ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदिर ,आगरा 2005
- हिन्दी साहित्य का इतिहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई दिल्ली 2006
- हिन्दी शिक्षण रमन बिहारी लाल ,रस्तोगी प्रकाशन ,मेरठ 2002
- हिन्दी शिक्षण ,सावित्री सिंह इंटरनेशनल प्रकाशन हाउस मेरठ 2004

COURSE – EHBTY5: PEDAGOGY OF TEACHING ENGLISH

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk

The B.Ed. Spl. Edu.H.I Second Semester student will be able to–

- CO1-Explain theNature of English Language & Literature.
- CO2-Explain theApproaches and Method of Teaching English.
- CO3-Explain theInstructional Materials and Evaluation.
- CO4-Explain theEvaluation.

UNIT 1: Nature of English Language & Literature, Instructional Planning

- 1.1 Language-definition.
- 1.2 Principles of Language Teaching.
- 1.3Procedure of Lesson Planning (Prose,Poetry,Grammar).
- 1.4 Planning and adapting lesson for children with Disabilities.

UNIT 2: Approaches and Method of Teaching English

- 2.1 Communicative language teaching.
- 2.2 Structural and constructive approach.
- 2.3 Development of four basic language skills: Listening, Speaking, Reading and Writing.
- 2.4 Techniques in developing language teaching children with disabilities.

UNIT 3: Instructional Materials and Evaluation

- 3.1 The use of the instructional aids for effective teaching of English.
- 3.2 Adaptations of teaching materials for children with disabilities.
- 3.3 Individualized assessment for children with Disabilities.
- 3.4 Instructional materials-smart/black board, chart, flash card, word card, models, OHP.

UNIT 4: Evaluation

- 4.1 Testing Language skills and Language element (Vocabulary, Grammar and Phonology).
- 4.2 Adaptation in Evaluation for Children with Disabilities.
- 4.3 Test for the special student –language development, reading skills.
- 4.4 Diagnostic Test: Definition, characteristics and importance.

Transaction:

This course should be taught through a series of workshop, seminars and presentation. Lectures, demonstration and discussion for theory based topic. Student should be encouraged to use instructional material in their practice of teaching lesson. Adaptation in pedagogy, material and evaluation should be taught through workshops and specific case studies

Course Work/Practical/Field Engagement

- Design teaching Programmed based on error analysis
- Develop an action research plan for measuring the effectiveness of agiven teaching approach in English
- Develop lesson plan for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

Suggested Reading/Learning Reference-

- Allen ,H. &Cambell, R.(1972).Teaching English as Second Language ,McGraw Hill New york
- Bharti,T.&Hariprasad,M(2004)Communicative English,NeelkamalPublication,s Hyderabad.
- Mangal S. K.*Teaching of science*, New Delhi: Arya Book Depot
- Bhatia,K.K.(2006) Teaching and Learning English as a Foreign Language .Kalyani Publications Hyderabad
- Grellet,F.(1980) Devloping Reading Skills,Cambridge University Press ,New york
- IGNOU CTE-02Certificate in Teaching of English(1989).the Structure of English,IGNOU, New Delhi
- IGNOU EEG-02Elective Course in English(1989).The Structure of Modern English Block(1 To &7).IGNOU,New Delhi
- 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: RadhaKrishnaAnand 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.
- SahuB.K(2004)Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik,M.& Gosh R.N.(2005)Techniques of teaching English, Neel Kamal Publications, Hyderabad.
- Sharma,P.(2011) Teaching of English:Skill and Method Delhi:Shipra Publication

COURSE- EHBGA1 : DRAMA AND ART IN EDUCATION

COURSE OUTCOMES

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

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

- CO1-understand different forms of art
- CO2-appreciate the role of art in human life
- CO3-be able to undertake creative initiatives in the field of drama and art for better learning

WORKSHOP-I Introduction to art Education

- . Art and art education: Meaning ,scope and difference
- . Artisticexpressions :Meaning and strategies to facilities
- . Art therapy: concept and application to students with and without disabilities

WORKSHOP-II:EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS-

Suggested themes

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts on any of the following themes suggested: Child and education, being a teacher, School and society, crisis in adolescence, social issues, any concept of a school subject area.
- Drama in education: Adapting of different texts and concepts or themes from the curricular areas to be practiced by student teachers.

WORKSHOP-III: ART AND CRAFT-Suggested themes:

- Engagement in and designing of and explaining evaluation schemes for any two of the following activities focussing on colour, textures, form, composition and thematic content: Poster making, origami and paper crafts, painting, drawing, comic strips or books, screen painting (pat chitra), pottery, terracotta, curving, collage, or any other relevant form of fine art.
- Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.
- Preparing and presenting techniques for effective classroom learning by developing aids and making the school environment aesthetically viable using artifacts and displays.

WORKSHOP-IV: MUSIC -Suggested themes:

- Understanding various forms of music, Classical music – vocal and instrumental; various kinds of folk music; Relating music to other arts; Understanding evaluation criteria and designing music related programmes involving school children
- Including Music into school situations: Prayer (All faith prayers, Patriotic), Games

Mode of transaction: (i) talks (ii) Critical Reading (iii) Engagement in activities for different creative expressions in group and in individual involving critical awareness, probing into and exploring the society and the world around, structured exercises for coordinating, enhancing and translating imagination into physical expression, situation building

Evaluation scheme: *Grades and credits will be awarded on practical performance and participation for enthusiastically and democratically organising such activities and demonstrating ability to use the learned ideas into practice, ability to design and undertake dramatics and other art forms in education and develop justifiable evaluation criteria so as to become able leaders for promoting co-curricular activities in the schools*

Suggested Readings

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

COURSE-EHBBT3: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

COURSE OUTCOMES MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk

The B.Ed. Spl. Edu. H.I Second Semester student will be able to–

The B.Ed. Spl. Edu. HI Second Semester student will be able to–

- CO1-Explain the Curriculum Designing
- CO2-Explain the learning hierarchies to help planning.
- CO3-Explain the different instructional planning and its use.
- CO4-Explain the Demonstrate skills in applying different adaptations for inclusive education.
- CO5-Explain the effective use of different forms of evaluation.

Unit 1: Curriculum and Its' Designing

- 1.1. Curriculum-Concept, Types
- 1.2. Principles of Curriculum planning
- 1.3. Approaches and Process of Curriculum designing
- 1.4. Curricular needs of children with hearing impairment in scholastic areas

Unit 2: Developing Literacy Skills: Reading

- 2.1. Reading meaning and Pre-requisites of reading
- 2.2. Types of reading a)purpose base b)style of reading
- 2.3. Approaches and Strategies to develop reading skills
- 2.4. Models of reading skills(top- down, bottom- up, interactive)

Unit 3: Developing Literacy Skills: Writing

- 3.1. Writing meaning,Pre-requisites of writing.
- 3.2. Assessment of written language at different levels
- 3.3.Types of writing (copying,guided writing)
- 3.4. Steps and Strategies in Developing Writing

Unit 4: Curricular Adaptation & Evaluation

- 4.1. Curricular Adaptation- Meaning and Principles
- 4.2. Curricular Evaluation-Concept, Need
- 4.3. Types of Adaptation
- 4.4. Adaptation in Student's Evaluation and Examination

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Evaluate a textbook to develop a rubrics an evaluation tool
- Prepare a blueprint
- Prepare a portfolio

MODE OF TRANSACTION & EVALUATION

This paper deals with one of the core areas of being a teacher that is planning curriculum. The

planning is done keeping in mind the adaptations to suit the needs of a HI student .Hence direct instruction alone will not help. Experiential method, task analysis, discussion, debates; teach re-teach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

Suggested Reading/Learning Reference-

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs,2003
- Joyce, S. Choate et al: Assessing and programming basic curriculum skills,1987
- Margo, A. Mastropieri& Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- McIntyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and bacon, 1989.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families .Amazon
- Pathak, K.K.(2015) Inclusive Language & Communication. SR. Publication, New Delhi
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser& M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention. London: PAULH Brooks
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd , 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Ling, D. (2000).Early Intervention For Hearing Impaired Children . Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd ford university press
- Mahshie S. N.(1995) educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, Canali&Vecchiato (2002).Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon
- Bess, F.H., &Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams
- Wilkins.

- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009). *Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers*. Amazon Pub.
- Lynas, Wendy (1994). *Communication Options in the Education of Deaf Children*. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). *Principles of Hearing Aid Audiology*. London: Whurr Publishers.
- Mathew, S.M. (2012). *Technology for persons with hearing impairment. Status of Disability in India-2012*. New Delhi: RCI
- Moores, Donald, F (1997). *Educating the deaf*, Houghton Nifflin Compan
- Rapp, W.H. (YNK). *Universal design for learning in action*. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), *The joy of learning signs*, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). *Psychological, Social and Educational Dimensions of Deafness*. Boston: Allyn and Bacon

COURSE-EHBBLF1:Cross Disability andInclusion *

MARKS: 50 | CREDITS: 2| 4 Hrs. /wk

SL. No.	Task for the student-teacher	Disability focus	Education setting	Hrs (60)	Description
1	Classroom Observation	Cross Disability	Special School	30	Observation of all subjects at different level, Minimum 30 school period
2	a. Micro Teaching & Simulated Teaching	General	Institute	20	10 Lesson
3	b. Micro Teaching & Simulated Teaching	Major Disability/ Inclusive setup	Institute	20	10 Lesson

***Note:** The evaluation will be based on their detailed learning how to conduct the test record and / OR analyze the finding as well as their performance in the practical and viva voce examination.

Schedule for practical for **EHBBLF1** shall be included in the time table (four week may be allocated).

COURSE – EBCTT1: BASIC RESEARCH AND BASIC STATISTICS

COURSE OUTCOMES

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

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

- CO1-Explain theIntroduction to Research.
 - CO2-Explain the Process of Research.
 - CO3-Explain the action research.
 - CO4-Explain theMeasures of Central Tendency.
-

UNIT 1: Introduction to Research

- 1.1 Research: Meaning, Definition and Characteristics.
- 1.2 Educational Research: Definition and Nature.
- 1.3 Purpose of Educational Research.
- 1.4 Research in Special Education.

UNIT 2: Process of Research

- 3.1 Selection of Problem
- 3.2 Formulation of Hypothesis.
- 3.3 Collection of Data.
- 3.4 Analysis of Data & Conclusion.

UNIT 3: Action Research

- 2.1 Meaning & definition of action research
- 2.2 Importance of action research.
- 2.3Purpose of Action Research.
- 2.4Process of Action Research.

UNIT 4: Measures of Central Tendency

- 4.1 Concept of Measures of Central Tendency.
 - 4.2 Measures of Central Tendency: Mean.
 - 4.3 Measures of Central Tendency: Median.
 - 4.4 Measures of Central Tendency: Mode.
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop a teacher made test for a given subject matter
 - Develop an outline for conducting action research
-

MODE OF TRANSACTION:

Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.

Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter
-

- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Suggested Reading/Learning Reference-

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques* Deep& Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.

COURSE OUTCOMES **MARKS: 100 | CREDITS: 4 | 4+2 Hrs./wk**

The B.Ed. Spl. Edu. H.I Third Semester student will be able to-

The B.Ed. Spl. Edu. HI Third Semester student will be able to-

- CO1-Explain the Need & Strategies for Early Intervention of Hearing Loss .
- CO2-Explain the Auditory Learning (AVT & Auditory Training) & Speech Reading
- CO3-Explain the Speech Intervention Strategies.
- CO4-Explain the Communication and Language Teaching Strategies.
- CO5-Explain the Educational Intervention Strategies.

Unit 1: Need & Strategies for Early Intervention of Hearing Loss

- 1.1 Parent-Infant programmes for children with HI: Overview, need, requirements.
- 1.2 Pre-school training programmes: Overview, need, requirements.
- 1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements.
- 1.4 Impact of early intervention on school outcomes

Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading

- 2.1 Auditory training: Importance, types (Individual & Group)
- 2.2 Auditory Verbal Therapy: Principle, philosophy and role of teacher
- 2.3 Auditory Training- Pre-requisites, challenges and Stages
- 2.4 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 3: Speech Intervention Strategies

- 3.1 functions of Speech and characteristics of normal
- 3.2 Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable Unit approach
- 3.3 Aspects of Speech-Segmental, Non Segmental & Supra segmental
- 3.4 Individual and Group speech teaching: concept, Strengths and challenges

Unit 4: Communication and Language Teaching Strategies

- 4.1 Communication : Definition , scope
- 4.2 Communication options: Oralism, Total Communication, Bilingualism-philosophy Justification and challenges.
- 4.3 Language: Definition, Nature, Function of Language
- 4.4 Techniques of teaching language to children with hearing Impairment

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

1. Observe any two activities in a Parent-infant programme / pre-school programme and -----*write a report.
2. Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training
3. Read and reflect upon five lesson plans for teaching speech to children with hearing impairment

4. Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)
5. Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

MODE OF TRANSACTION&Evaluation :Lecture cum Demonstration, Role playing, Assignments, Tests

Suggested Reading/Learning Reference-

- Aggarwal, J.C. (2010).Principles, Methods and Techniques of Teaching .Amazon
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
- Bess, F. H., &Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families .Amazon
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser& M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention. London: PAULH Brooks
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd , 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Ling, D. (2000).Early Intervention For Hearing Impaired Children . Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd ford university press
- Mahshie S. N.(1995) educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, Canali&Vecchiato (2002).Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon
- Marschark, Marc Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy Through High School Years. Boston: Andover medical Publishers.
- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company
- Nerbonne, M. A. &Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection

and Management. Bristol: The Bath Press.

- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. San Diego: Plural Publishing.
- Dillon, Harvey (2001). *Hearing aids*. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). *Hearing Aid Dispensing Training Manual*. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hal

COURSE-EHBCTT3: TECHNOLOGY AND DISABILITY

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4+2 Hrs. /wk

The B.Ed. Spl. Edu. H.I Third Semester student will be able to–

- C01-Explain the Listening Devices and Classroom Acoustics .
- C02-Explain the Technology for Management for Speech.
- C03-Explain the Technology Facilitating Language & Communication
- C04-Explain the Technology Facilitating Education.
- C05-Explain the Resource Mobilization for Technology.

Unit 1: Listening Devices and Classroom Acoustics

- 1.1 Listening Devices, Block diagram of Hearing aids, Classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital)
- 1.2 Ear Moulds: Types, Importance, Care & maintenance
- 1.3 Classroom amplification devices, Hard wire, loop induction, infra-red & FM system
- 1.4 Cochlear Implant & BERA: components, functioning & importance

Unit 2: Technology for Management for Speech

- 2.1 Use of computer based speech equipment for management of voice in children with Hearing impairment
- 2.2 Speech trainer: concept, its part & types
- 2.3 Basic infrastructure required for using computer based speech training Equipment
- 2.4 Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication

- 3.1 Low cost technology
- 3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material,
- 3.3 Sign to text and Text to sign technology
- 3.4 Trouble shooting: concept and function

Unit 4: Technology Facilitating Education

- 4.1 Technology and its impact on education
- 4.2 Language apps
- 4.3 ICT and education of children with Hearing Impairment: Planning, Implementation, Evaluation of teaching-learning, C-Print technology
- 4.4 Future technologies: Universal Design: Meaning & Scope

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

1. Draw a neat labeled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
2. Prepare a list of agencies for procuring equipment and software for teaching

speech

3. Make a story using web based content, pictures, images and video clips
4. Compile different educational apps
5. Compile a list of government and non-government funding agencies for aids & sappliances

MODE OF TRANSACTION& EVALUATION

Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

Suggested Reading/Learning Reference-

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014).Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Bess, F.H., &Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams
- Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser& M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd , 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers .Amazon Pub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr Publishers.
- Mathew, S.M. (2012).Technology for persons with hearing impairment. Status of Disability in India-2012.NewDelhi: RCI
- Moores, Donald, F (1997). Educating the deaf, Houghton NifflinCompan
- Rapp, W.H. (YNK). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Stewart, D.A. &Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. London :Allyn&Baccon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children’s Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.

- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. San Diego: Plural Publishing.
- Dillon, Harvey (2001). *Hearing aids*. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). *Hearing Aid Dispensing Training Manual*. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hal

COURSE –EHBCGA1: READING AND REFLECTION ON TEXT

COURSE OUTCOMES

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

The B.Ed. Spl. Edu. HI Third Semester student will be able to–

- CO1-Explain the Reflections on Literacy and Reading Comprehension.
- CO2-Explain the Developing Literacy Skills: Reading.
- CO3-Explain the Practicing Independent Writing

UNIT 1: Reflections on Literacy and Reading Comprehension

- 1.1 Role of Literacy in Education, Career and Social Life
- 1.2 Basic Braille Literacy
- 1.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning
- 1.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 1.4 Basic Understanding of Reading Comprehension of Children with Disabilities

UNIT 2: Developing Literacy Skills: Reading

- 2.1 Literacy Skills: meaning scope reading meaning and Pre-requisites of reading
- 2.2 Types of reading a) purpose base b) style of reading c) level of assessment bases
- 2.3 Approaches and Strategies to develop reading skills and independent reading.
- 2.4 Models of reading skills (top- down, bottom- up, interactive)

UNIT 3: Practicing Independent Writing

- 3.1 Writing meaning Pre-requisites of writing.
- 3.2 Assessment of written language at different levels
- 3.3 Types of writing (copying, guided writing, independent writing)
- 3.4 Steps and Strategies in Developing Writing

Unit 4: Reading, writing skills and Best practices

- 4.1 Different types of Reading skills and practices
- 4.2 Prepare a field note
- 4.3 Prepare pedagogical aspects of reading writing
- 4.4 Draft a report on entire activities

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

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

MODE OF TRANSACTION

This paper should be taught Lecture cum demonstration, seminars, discussions, debates, presentations, u-tubes and movies to understanding of the issues at hand.

Suggested Reading/Learning Reference-

- 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.
- 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 Jersey
- 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.
- Gallagher, 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.
- Pathak, K. K. (2015) *Inclusive language and Communication*. S. R. Publication, New Delhi

COURSE-EHBCLF1: PRACTICAL DISABILITY SPECIALISATION (PART-C)*

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

SL.NO	Tasks for the student teachers	Disability focus	Education setting	No of lessons
1.2	a. Lesson planning and execution on different levels for all subjects/ selected subjects	Major Disability	Special school/resource room	30 lessons
1.3	Individualized Teaching lessons on selected subjects	Major Disability	Special school/resource room	5 IEPs
1.4	Lesson planning	Any Disability	Inclusive school	10

- **Note**-*Minimum of Six weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under **EHBCLF1** and **EHBCEF2** 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.

* The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva voce examination.

COURSE-EHBCEF1: MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C) *

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

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

Sl. No	Tasks	Educational settings	Specific activities	Hrs	Marks	submission
1	Aural intervention	Institute / Clinic	PTA, Studying 5 Audiograms and noting the diagnosis & recommendations - Use Aided Audiogram for (2 children each)	10	10	
2	Speech intervention	Institute / Clinic	* administration speech assessment (screening) – 2 - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	10	10	
3	Assessment of language	Institute / Clinic	*Studying & describing language tests – 1 *Observations of any one test administration – 2 child	10	10	
4	Learning and practicing ISL	Institute / Clinic/ ISL center	To learn and practice Basic school / vocabulary, Common, phrases, Conversations, Sample subject Texts, Stories in signs.	30	20	
5	Teacher assistant	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	30	10	
6	Practicing functioning as a teacher**		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	10	
7	Understanding school examination*		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents.	12	10	
8	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	10	
9	document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions.	12	10	
				150	100	

*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva voce examination.

COURSE -EHBDTD1: COMMUNITY BASED REHABILITATION

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

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

- CO1-Explain theIntroduction to Community Based Rehabilitation (CBR).
- CO2-Explain thePreparing Community for CBR
- CO3-Explain thePreparing Persons with Disability for CBR.

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

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 Counseling and Family Support Group

UNIT 3: Preparing Persons with Disability for CBR

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

Unit 4:Visit an ongoing CBR program

- 4.1 Visit an ongoing CBR program and write a report on its efficacy
- 4.2 Program Organize a community awareness
- 4.3 CBR and Corporate Social Responsibility
- 4.4 Scope and Inclusion of CBR in Government Policies and Programs

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

MODE OF TRANSACTION:

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

Suggested Reading/Learning Reference-

- 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

COURSE –EHBTD2: APPLICATION OF ICT IN CLASSROOM

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

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

- CO1-Explain theInformation Communication Technology (ICT) and Special Education .
- CO2-Explain theUsing Media and Computers
- CO3-Explain theVisualizing Technology-Supported Learning Situations

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

- 1.1 Concept, Meaning and Scope of ICT.
- 1.2 Role in ICT for 'Construction of Knowledge'
- 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD
- 1.4 Goal 3 of Incheon Strategy

Unit 2: Using Media and Computers

- 2.1 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 2.2 Uses of Audio-Visual Media and Computers (Radio, Script Writing, Television, And Computers)
- 2.3Importance of Newspaper in Education
- 2.4 Computer as a Learning Tool: Effective Browsing of the Internet for Survey of Educational Sites and Downloading Relevant Material.

Unit 3: Visualizing Technology-Supported Learning Situations

- 3.1 E-Classroom: Concept, Organizing E-Classroom and Required AdaptationsforStudents With Disabilities.
- 3.2 Developing PPT Slide Show for Classroom and Using of Available Software
- 3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects.
- 3.4 Overview of WCAG (Web Content Access Guidelines)

Unit4.1 Using of Internet

- 4.1 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs
- 4.2 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 4.3 Computer-Aided Learning: Application of Multimedia in Teaching and Learning,
- 4.4 Three A's of ICT Application—Access, Availability, Affordability

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (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

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

Suggested Reading/Learning Reference-

- Abbot, C. (2001). *ICT: Changing Education*. RoutledgeFalmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.
- 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.

COURSE- EHBTD3:GUIDANCE & COUNSELLING

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

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

- CO1-Explain theIntroduction to Guidance and Counseling.
- CO2-Explain theEnhancing Self Image and Self Esteem.
- CO3-Explain theGuidance and Counseling in Inclusive Education.

Unit 1: Introduction to Guidance and Counseling

- 1.1 Guidance and Counseling: Definition and Aims
- 1.2 Areas of Guidance and Counseling
- 1.3 Core Conditions in Counseling
- 1.4 Skills and Competencies of a Counselor

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

Unit 3: Guidance and Counseling in Inclusive Education

- 3.1 Current Status with reference to Indian School
- 3.2 Types of Counseling: Child-Centered, Supportive, Family
- 3.3 Group Guidance: Group Leadership Styles and Group Processes
- 3.4 Challenges in Group Guidance

Unit: 4 Counseling and report writing

- 4.1 Simulation of a parent counseling session
- 4.2 Report of critical observation of a given counseling session
- 4.3 Report of critical observation of a given counseling session
- 4.4 Role of Teacher in Guiding and Counseling Students with Special Needs.

Practicum/ Field engagement

- I. Counseling and report writing on a selected case
- II. Simulation of a parent counseling session
- III. Report of critical observation of a given counseling 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 counselor in the school setting.

Suggested Reading/Learning Reference-

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points
- 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, 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- EHBTD4: BRAILLE AND ASSISTIVE DEVICES

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

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

- CO1-Explain the Braille.
 - CO2-Explain the Braille Devices-- Types, Description and Relevance.
 - CO3-Explain the Other Devices – Types, Description and Relevance.
-

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

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

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

Unit 4: Children with visual impairment.

- 4.1 Braille Reading and Writing Processes
 - 4.2 Braille Translation Software
 - 4.3 Daisy Books, daisy recording smart phone
 - 4.4 Draw up an item-wise price list of at least ten devices from different source
-

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.
-

Suggested Reading/Learning Reference-

- 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.
- 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- EHBTD5:COMMUNICATION OPTIONS: ORALISM

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

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

- CO1-Explain the Understanding Hearing Loss in Real Life Context.
 - CO2-Explain the Advance Understanding of Oral Options.
 - CO3-Explain the Skill Development & Implementing Auditory Verbal Therapy.
-

UNIT 1: Understanding Hearing Loss in Real Life Context

- 1.1 Basic Awareness on Paradigms of Deaf & Hard of hearing
- 1.2 Basic Awareness on Deafness and Communicative Access: Challenges
- 1.3 Basic features of inclusive school and team in inclusive education
- 1.4 Neural Plasticity - concept & Importance

UNIT 2: Advance Understanding of Oral Options

- 2.1 Speech Reading: Need, Role and Strategies
- 2.2 Training and Guidance on Aural Oral Practices for Families
- 2.3 Strengths & challenges of Oralism
- 2.4 How to make schools more conducive for oralism?

UNIT 3: Skill Development for technology of oral options

- 3.1 Pure tone Audiometer –its parts and uses.
- 3.2 Practicing Interpreting Audiograms of children with hearing impairment
- 3.3 Block diagram of Hearing Aid, concept and its part.
- 3.4 Hearing Aid -its types & care and maintenance

Unit 4: Requirement for oralism & Implementing Auditory Verbal Therapy

- 4.1 Direct activities
 - 4.2 Visit
 - 4.3 Story Telling
 - 4.4 Auditory Verbal Therapy
-

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

Suggested Reading/Learning Reference-

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams & Wilkins: Philadelphia.
 - *Dhvani* (English). Balvidyalaya Publication: Chennai.
 - Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice*, Ag Bell
 - Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
 - Ling, D. (1990). *Acoustics, Audition And Speech Reception. (Cd)* Alexandria, Auditory Verbal International.
-

- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness* . (2010).
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K – 8*. AllynAnd Bacon. Boston
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six*. (2nd Ed.). Plural Publishing Inc, San Diego, CA.
- Dhvani (Marathi). Balvidyalaya – Cym Publication
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). *The Baby is Listening*, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). *50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy*. Learning to Listen Foundation.
- Heller, R. (1999). *Effective Leadership*. Dk Publishing: New York.
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1989). *Foundations of Spoken Language for Hearing Impaired Children*. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). *Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children*. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). *Play it by ear! : auditory training g*

COURSE- EHBTD6:MANAGEMENT OF LEARNING DISABILITY

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

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

- CO1-Explain the Learning Disabilities: Types
- CO2-Explain the Assessment of Basic Curricular Skills
- CO3-Explain the Intervention Strategies in Basic Skills of Learning.

UNIT 1: Learning Disabilities: Types

- 1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- 1.2 Non-verbal learning disabilities
- 1.3 Language Disorders
- 1.4 Associated Conditions: ADHD

UNIT 2: Assessment of Basic Curricular Skills

- 2.1 Assessment of Readiness Skills
- 2.2 Assessment of Reading
- 2.3 Assessment of Writing
- 2.4 Assessment of Math skills

UNIT 3: Intervention Strategies in Basic Skills of Learning

- 3.1 Language skills
- 3.2 Reading
- 3.3 Writing
- 3.4 Maths skill

Unit 4: Assessment tools for LD

- 4.1 Meaning and concept of tools for LD
- 4.2 Uses of tools for LD
- 4.3 Importance of tools for LD
- 4.4 Tools for LD- BCSLD, DTL & Intelligence test

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 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

- 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

MODE OF TRANSACTION:

Discussions, debates, simulations, collaborative methods, must be used for transaction.

Suggested Reading/Learning Reference-

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successfull

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.

Gribben, M.(2012). The study skills toolkit for students

COURSE- ELBDTD7: 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

Unit 2: Human/ Sighted Guide Technique

- 2.1 Grip
- 2.2 Stance
- 2.3 Hand Position
- 2.4 Speed Control

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

Unit4:Pre -cane skills

- 4.1 Upper and lower body protections
- 4.2 Room familiarization
- 4.3 Eating Skills and Etiquette
- 4.4 Blindfold -- Rationale and Uses for the Teacher

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-

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.

- 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- EHBTD8 :VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

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

The B.Ed. Spl. Edu. H.I 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 tool

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

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

Unit 4 Developing curriculum on any vocational skill

- 4.1. Equal opportunities and attitudes towards persons with disabilities
 - 4.2 Development of Vocational Curriculum
 - 4.3 Visit to any vocation Institution
 - 4.4 Approaches & Principles of vocational assessment
-

Hands on Experience

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

Suggested Readings

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students with Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
 - Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
 - Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
 - Mukhobadhyay, M., &Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
 - Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
 - Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
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- Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York.

COURSE-EHBDTT1:PSYCHO SOCIAL AND FAMILY ISSUES

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

The B.Ed. Spl. Edu. H.I Third Semester student will be able to–

. C01-Explain the Overview of Psycho-social Aspects and Disability.

- C02-Explain the Family Need.
- C03-Explain the Family Empowerment .

Unit 1: Psychosocial Aspects and Disability

- 1.1 Overview of psychosocial development
- 1.2 Educational Implications of hearing impairment.
- 1.3 Role of teacher of children with hearing impairment.
- 1.4 Challenges of psychosocial development

Unit 2: Family

- 2.1 Family: Definition and types.
- 2.2 Parenting Styles: Authoritarian, permissive and democratic.
- 2.3 Characteristics of a healthy family.
- 2.4 Role of family in psychosocial development

Unit 3: Family Need & psychosocial development

- 3.1 Supporting family in raising children with hearing impairment: Facilitating availing of concessions and facilities
- 3.2 Encouraging family ensuring regular use of listening devices
- 3.3 Role of peers in psychosocial development of children with hearing impairment.
- 3.4 Impact of Family on Psychosocial Development on children with Hearing Impairment.

Unit 4: Family Empowerment

- 4.1 Family counseling.
- 4.2 Encouraging family involvement in educational programme
- 4.3 common misconceptions of family to word hearing impaired children
- 4.4-Role of community in psychosocial development of children with hearing Impairment.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Compile five activities that could be undertaken to foster parents acceptance of their child's impairment
 - Select a tool to measure parent's self-efficacy and administer it on three parents and submit with brief reflections.
 - Attend a parent meeting of a special school and report tips provided for fostering parent advocacy
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- **MODE OF TRANSACTION & Evaluation:** Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments

Suggested Reading/Learning Reference-

- Dunst.C, Trivette.C&Deal.A (1996). *Enabling & empowering families. Principles guidelines for practice.*Cambridge, MA : Brookline Books.
- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness
 - Scheetz, N.A.(2000). *Orientation to Deafness.*Boston, MA: Allyn and Bacon.
 - Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), The deaf child in the family and school, lurance Erlbaum
 - Beazley Sarah & Moore Michele, Deaf children their families and professionals dismantling barriers, davidFultron publishers (2005)
 - Brown Ivan and ray Brown (2000), Quality of life and disability
 - Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). *Teaching the teachers: Preparing educators to engage families for student achievement.*Cambridge, MA: Harvard Family Research Project.
 - CorterMairian (1966) deaf transactions:Deaf families, deaf communities and deaf identities, Jessica Kingsley publishers
 - Ed Par Ila, Cultural diversity and the deaf experiences (1966), Cambridge university press, USA Marscark m and Clark M.D. , Psychological perspectives on deafness Vol I & II, 1998
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COURSE-EHBDTT2: INCLUSIVE EDUCATION

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

The B.Ed. Spl. Edu. H.I Second Semester student will be able to–

- CO1-Explain theIntroduction to Inclusive Education.
 - CO2-Explain thePolices & Frameworks Facilitating Inclusive Education.
 - CO3-Explain theInclusive Academic Instructions & Supports for Inclusive Education.
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UNIT 1: Introduction to Inclusive Education

- 1.1 Inclusive Education: Meaning, Definitions, Need & Importance.
- 1.2 Changing Practices in Education of student with special needs: Segregation, Integration& Inclusion.
- 1.3 Principles of Inclusive Education: Participation &Empowerment.
- 1.4 Barriers to Inclusive Education: Attitudinal, Physical & Instructional.

UNIT 2: Polices & Frameworks Facilitating Inclusive Education

- 2.1 International Declarations: Universal Declaration of Human Rights (1948),Jomtien World Declaration for Education for All (1990), and Beijing Declaration (2000).
- 2.2 UNCRPD (2006) and Rights of Persons with Disabilities (RPWD 2016).PWD ACT
- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 Programmes and Schemes: SSA 2000, RMSA 2009,

UNIT 3: Inclusive Academic Instructions

- 3.1 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching.
- 3.2 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted LearningStrategies.
- 3.3 Stakeholders of Inclusive Education.
- 3.4 Family Support & Involvement for Inclusion.

UNIT 4: Supports for Inclusive Education

- 4.1 Community Involvement for Inclusion.
 - 4.2 Their Responsibilities for Inclusive Education
 - 4.3 Any one Inclusive Academic Instructional Strategy
 - 4.4 Mainstream Schools for Children withDisabilities for Inclusive Education
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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 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 withDisabilities
 - 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
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MODE OF TRANSACTION: Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Suggested Reading/Learning Reference-

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special 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.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall, Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Study*. Philadelphia: Open University Press.

- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational*
- *Needs - Strategies for the Regular Classroom*.4th Edition, London Rutledge Falmer:
Taylor & Francis Group.

COURSE- EHBDF1: PRACTICAL CROSS DISABILITY AND INCLUSION*

MARKS: 100 CREDITS: 4 8 Hrs./wk					
Sl. No.	Tasks	Educational setting	Specific activities	Hrs	Submission
1	Infrastructure of an Inclusive school	Inclusive school	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human esource& Inclusive teaching practices) available in an Inclusive school	10	Report with reflect-ions
2	Assisting Teacher		Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice	10	
3	Remedial Support	Inclusive school	Teaching special children for specialised support for achieving the content mastery - 2 students	10	
4	Student Evaluation	Inclusive school	Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	10	
5	IEP	Special Education major disability	Individualised Teaching lessons on different levels for selected subjects	10	10 lessons
6	Community work/tour	Society /school	Community work		

Note: 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

COURSE- EHBDEF1: OTHER DISABILITY SPECIAL SCHOOL*

MARKS: 100 CREDITS: 4 8Hrs./wk					
Sl. No.	Tasks	Educational setting	Specific activities	Hrs	Submission s
1	Teacher Assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/ class work, Writing diaries & Assisting in school celebrations	10	Journal of daily reflections and learning
2	Document Study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, Parent meeting reports, Certificates, Forms to avail exemptions and concessions	10	Journal
3	modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Downloading power points, AVs for concept development involving students	10	Journal
Total				30	

COURSE EHBDEF1: OTHER DISABILITY SPECIAL SCHOOL*

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Other than major Disability	Special schools for other disabilities	Minimum 20 school periods

Note: Practical timing shall be included in time table (minimum of six week)

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

COURSE-EHBDEF2- INCLUSIVE SCHOOL*

*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Any disability	Inclusive schools	Minimum 25 school periods

voce examination.

*Minimum of six weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under **EHBDEF1**, **EHBDF1**and **EHBDEF2**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.